SC EDUCATION OVERSIGHT COMMITTEE

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AGENDA

Monday, June 9, 2008
1:00 p.m.
433 Blatt Building

I. Welcome and Introductions — Dr. Kristi Woodall

II. Approval of the Minutes of April 14, 2008 — Dr. Kristi Woodall

III. Subcommittee Reports

Academic Standards and Assessments — Dr. Kristi Woodall
- Action: SC-Alt Assessment, Science
- Information: Extraordinary Review of Math Standards
- Information: Changes re: H4662

EIA and Improvement Mechanisms — Mr. Bob Daniel
- Information: Alternative Technical Assistance Schools
- Information: FY08 Budget Reductions and FY09 Appropriations

Public Awareness — Mr. Mike Brenan
- Information: Report on Parent Surveys
- Information: SC Literacy Champions

IV. Recognition of Outgoing Members — Dr. Kristi Woodall

V. Retreat Information — Dr. Jo Anne Anderson

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
April 14, 2008

Members present: Dr. Woodall, Mr. Brenan, Rep. Cotty, Mr. Daniel, Mr. DeLoach, Sen. Fair, Mrs. Hairfield, Sen. Hayes, Mr. Martin, Mrs. Murphy, Supt. Rex, Mr. Robinson, Rep. Walker

I. Welcome and Introductions: Dr. Woodall welcomed members and guests to the meeting. She indicated that Mr. Stowe was absent because he was out-of-state celebrating the birth of his first grandchild.

II. Dr. Woodall indicated that Senator Matthews had a scheduling conflict and would not be attending Monday's meeting.

III. Approval of the Minutes: Mrs. Hairfield asked that the minutes of February 11 be corrected to indicate that she spoke in favor of formative testing in social studies *and science* (item A.4.) The minutes were approved as corrected.

IV. Recognition of Closing the Gap Schools
Results of Analyses: Mr. Potter addressed the members and guests detailing the methodology and results of the sixth analysis of closing the achievement gap. Although not used as a category for recognition, gender differences were reported for the first time generally and in relationship to the school ratings categories.

Comments from Recognized Principals: (1) Charles Middleton, Principal of Walhalla Middle School, addressed the EOC members and guests to discuss the progress the school has made in educating Hispanic young people. These include strong support from faculty and staff, integrated after-school programs, ZAP (zeroes are not permitted), and a Saturday school. Sheltered instruction is used in English language arts and mathematics and an inclusion special education model is used with Hispanic student with disabilities. All of these are supplemented with a summer program funded through state revenues and Title One. (2) Melvin Middleton, Assistant Principal at Sanders-Clyde Elementary School, talked about the impact of addressing student basic needs, particularly physiological. Every classroom has a refrigerator and a microwave so that no child goes hungry; the school has a washer and a dryer if students need clean clothes; community partnerships provide holiday and weekend food for families. The staff has worked to build trust with families so that the spirit of community permeates all they do. Small class sizes, formative testing and relentless actions to ensure student success characterize the school.

Recognition of Schools: Dr. Woodall and Dr. Rex presented certificates to school representatives in attendance.

The EOC stood at ease as principals and their supporters left to have photos taken on the State House steps.

V, Subcommittee Reports

A. Academic Standards and Assessments: Mr. DeLoach reported on behalf of the subcommittee. He addressed three action items from the subcommittee: (1) Graduation Rate Goals and Procedures: Mr. DeLoach asked Mr. Potter to review the recommendations from the Advisory Group on Graduation Rate Goals and Procedures. There were a number of questions regarding the inclusion of students with disabilities, the treatment of transfer documentation and continuous enrollment measures. Members asked about methodologies used in other states and expressed concerns over differences in high school graduation requirements. The goals and procedures were approved by a vote of 5-4; (2) English language arts content standards: Dr. Horne summarized the changes to the standards accomplished through field reviews and clarification of expectations. The members voted to approved the English language arts standards; (3) Career and Technology Center Ratings: Dr. Horne outlined changes in the ratings structure for career and technology centers, including use of career certification examinations and reentering the point values. The changes were approved as presented.

B. EIA and Improvement Mechanisms: Mr. Daniel reported on behalf of the Subcommittee. He indicated that materials on the state FY09 budget included in the mail-outs were no longer accurate as the revenue projections had declined and there are significant budget cuts in the current year as well as for the next fiscal year. He reviewed the report on technical assistance and the flattening of performance gains. Members discussed the technical assistance program including questions on which strategies are working, why funds are or are not spent, and the necessity for strong leaders who establish performance cultures.

C. Public Awareness: Mr. Brenan indicated there was no report.

VI. New Business/General Discussion: There was no new business

VII. Adjournment: Having no other business, the EOC adjourned at 3:25 p.m.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 9, 2008

REPORT/RECOMMENDATION
Review of SC-Alternate Science Assessment

PURPOSE/AUTHORITY
ection 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

CRITICAL FACTS
The SC-Alternate Science field test was first administered Spring 2006 and revised for the Spring 2007 administration. Recommendations regarding the test following the EOC review must be communicated to the SC State Department of Education, which must respond within one month. State assessments must be reviewed and approved by the Education Oversight Committee.

TIMELINE/REVIEW PROCESS
The SC-Alternate assessment in Science is intended for administration to students having such severe disabilities that they cannot participate in the PACT or HSAP testing programs. The assessments are administered individually and are designed to assess a broad range of skills expected in the special student population. The SC-Alternate assessment alignment with the academic standards appropriate for students having severe disabilities was assessed by an independent group of experts at the University of North Carolina-Charlotte and at Western Carolina University. The technical aspects of the assessments were evaluated by a measurement expert at the University of South Carolina.

ECONOMIC IMPACT

Cost:

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved**

☐ **Not Approved**

☐ **Amended**

☐ **Action deferred (explain)**

DRAFT

REVIEW OF THE

SOUTH CAROLINA ALTERNATE SCIENCE ASSESSMENT

SC EDUCATION OVERSIGHT COMMITTEE

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DRAFT

Review of the SC-Alternate Science Assessment
Executive Summary

This report summarizes the results from studies of the South Carolina Alternate Assessment (SC-Alt) Science field test administered in Fall 2006 and the revised assessments administered in Spring 2007. The studies were conducted under the auspices of the Education Oversight Committee (EOC) as part of its responsibilities listed in the Education Accountability Act of 1998 (EAA):

> After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations. (Section 59-18-320 A)

The report describes the SC-Alt Science assessment, describes the studies conducted for this review, presents the findings from the studies, and makes recommendations regarding the assessments.

The SC-Alt Science assessment is designed for administration to students with significant cognitive disabilities. Students with significant cognitive disabilities function below grade level expectations and have levels of disabilities such that they cannot participate in the regular administrations of the Palmetto Achievement Challenge Tests (PACT) or the High School Assessment Program (HSAP) assessments, even with test accommodations or modifications. Federal No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) legislation require that all students be tested and require that states provide an alternate assessment for students with significant cognitive disabilities. The students tested with the SC-Alt Science assessment represent approximately 0.5% of the total student population in the grade levels tested. The majority of the students to whom the SC-Alt is administered have disabilities classified as Moderate Mental Disability, Mild Mental Disability, Severe Mental Disability, or Autism.

The SC-Alt assessment is needed because of changes and clarifications in NCLB regulatory guidance and the reauthorization of IDEA. These changes to federal legislation regarding students with significant cognitive disabilities require that instruction and assessment for these students be based on the grade level academic standards for the grade in which the student is enrolled, although they may be at less complex levels or may have an emphasis on prerequisite skills. NCLB guidance also allows for assessments to be linked to grade bands as these students do not typically make the same level of progress from year to year as students in the general assessment.

The SC-Alt Science assessment is individually administered to students by teachers during a six- to seven-week window during the Spring of the school year. Each SC-Alt Science test form consists of twelve performance tasks containing four to six test items each. There are three forms of the test: one for administration to students aged 8 to 10 years (elementary school

grades 3 through 8); one for students aged 11 to 13 years (middle school grades 6 through 8), and one for students aged 15 years (high school grade 10). The test questions are scripted for standardization of administration and administered and scored by the student's teacher; a trained adult monitor unrelated to the student is also present during the test administration.

Two sets of studies were analyzed for the review of the SC-Alt Science field test:

- studies of the alignment between the SC-Alt Science assessment and the state academic standards conducted by University of North Carolina-Charlotte and Western Carolina University professors of curriculum and special education, in cooperation with the South Carolina State Department of Education (SDE) and the National Alternate Assessment Center (Flowers, Browder, Wakeman, & Karvonen, December 2006; January 2007; December 2007);
- a technical review of the task and item data from the 2007 test administration conducted by a professor of educational research and assessment at the University of South Carolina.

In addition, EOC staff reviewed and analyzed information and documentation provided by the South Carolina Department of Education (SCDE) about the SC-Alt Science assessment.

Conclusions

The studies conducted in this review identified a number of strengths of the SC-Alt Science alternate assessment:

- ✓ The assessment provides accountability and information for instructional improvement for students with significant cognitive disabilities who would not otherwise be assessed in the state testing programs, even with test accommodations and modifications;
- ✓ The assessment is intended to be aligned with the same grade level academic standards as for all students, although at levels of complexity appropriate for the diversity of cognitive functioning observed among students with significant cognitive disabilities;
- ✓ The assessment is individually administered by the students' teachers in the familiar context of the classroom;
- ✓ The assessment format allows students to respond to the items using the communication modes the student uses during instruction, such as oral response, pointing, use of eye gaze, use of a response card, sign language, or an augmentative communication device;
- ✓ The assessment is scripted, the administration and scoring is observed by monitors, and the teachers and monitors administering the assessment undergo training to ensure that the assessment administration is standardized and the results are valid measures of the student's ability;
- ✓ The assessment is administered over a six- to seven-week period, providing flexibility and opportunities for maintaining student motivation and interest and reducing student fatigue;
- ✓ The procedures for placing the student at the appropriate level for beginning each assessment reduces student fatigue and maximizes students' opportunities to show their highest performance;
- ✓ The assessment is intended to address increasingly complex and more difficult skills across student age levels and has been designed to provide a vertical scale to measure growth;
- ✓ The items in the assessment have a wide range of difficulty and the test is moderately able to discriminate between high and low levels of performance.

Some concerns were also identified through this review:

- ✓ The alignment between the SC-Alt Science assessment items and the science grade level academic standards needs to be improved;
  - o The items were found to be approximately 78% aligned to the grade level standards; the target for alignment is that 90% or more of the items should be aligned;
  - o Of the 12 performance tasks in each of the grade-band forms, the items in 1 task on the elementary, in 5 tasks on the middle, and in 4 tasks on the high school grade-band form were found to be non-aligned or partially-aligned with the grade-level standards;
- ✓ The SC-Alt Science Assessment Standards and Measurement Guidelines, a publication to provide guidelines to test developers and teachers for the development of assessments and implementation of classroom instruction, does not fully reflect the standards and indicators actually assessed in the SC-Alt Science assessment;
- ✓ The analysis of the technical quality of the assessment revealed that approximately one-fourth of the items were "flagged" for having statistical values outside the expected range, although most of the flags were for relatively minor statistical differences;
  - o However, 5 items were flagged for Differential Item Functioning on the high school form, a measure which suggests that an item's wording or content may confer an advantage to one subgroup of test-takers compared to another subgroup.

<u>Recommendations</u>

1. The South Carolina Department of Education (SCDE) should review the alignment of the SC-Alt Science items to the grade-level standards, identify items needing revision, and document the revisions of items made to improve the overall alignment of the assessment.
2. The SCDE should review the SC-Alt Science Assessment Standards and Measurement Guidelines (ASMG) and the SC-Alt Science assessment for inconsistencies between the grade level academic standards and indicators actually assessed and the standards and indicators designated for assessment in the ASMG and revise either the assessment or the ASMG or both, as appropriate, to ensure that information about the assessment provided to educators and parents is accurate and complete.
3. The SCDE should review the SC-Alt Science items which were "flagged" for their statistical values, especially those items flagged for Differential Item Functioning, to identify reasons for the statistical aberrations observed and revise or eliminate the items having substantive problems.

Introduction

This report summarizes the results from studies of the South Carolina Alternate Assessment (SC-Alt) Science field test administered in Fall 2006 and the revised assessment administered in Spring 2007. The studies were conducted under the auspices of the Education Oversight Committee (EOC) as part of its responsibilities listed in the Education Accountability Act of 1998 (EAA):

> After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations. (Section 59-18-320 A)

The report describes the SC-Alt Science assessment, describes the studies conducted for this review, presents the findings from the studies, and makes recommendations regarding the assessment.

Development of SC-Alt Science Assessment

The SC-Alt Science assessment is intended for administration to students with significant cognitive disabilities. These students, who are functioning below grade level expectations, have levels of disabilities such that they cannot participate in the regular administrations of the Palmetto Achievement Challenge Tests (PACT) or the High School Assessment Program (HSAP) assessments, even with accommodations or modifications. Federal No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) legislation require that all students be tested and require that states provide an alternate assessment for students with significant cognitive disabilities.

In 2007-2008 the SC-Alt English Language Arts (ELA) and mathematics assessments replaced current PACT-Alternate assessments (for grades 3 through 8) and the HSAP-Alternate assessment (for grade 10). In addition to ELA and mathematics, alternate assessments in science and in social studies are also under development to meet the requirements for the state and federal accountability programs. The SC-Alt assessments are needed to replace PACT-Alt and HSAP-Alt because of changes and clarifications in NCLB regulatory guidance and the reauthorization of IDEA. These changes to federal legislation regarding students with significant cognitive disabilities require that instruction and assessment for these students be based on the grade level academic standards for the grade in which the student is enrolled, although they may be at less complex levels or may have an emphasis on prerequisite skills. NCLB guidance also allows for assessments to be linked to grade bands as these students do not typically make the same level of progress from year to year as students participating in the general assessment. The federal changes have also led to changes in goals for Individualized Education Programs (IEPs) for students with disabilities from individual objectives to include objectives based on the state academic standards as well as functional objectives. To meet federal requirements, the assessments for students with significant cognitive disabilities needed to be revised, and SC-Alt has resulted from those revisions.

Alternate assessments such as SC-Alt are based on state grade level academic standards, but at lower levels of complexity or with greater focus on introductory or prerequisite skills. In 2005 committees composed of science content specialists, experts in the instruction of significantly cognitively disabled students, and staff from the South Carolina State Department of Education (SCDE) and its testing contractor, the American Institutes for Research (AIR), reviewed the academic science standards to identify the "standards they felt based on professional judgment were the most important to the population now and in the future" (Overview of the SC-Alt Technical Documentation Presented to the National Alternate Assessment Center, March 16, 2007, p. 6). Following their identification of the priority standards for students with significant cognitive disabilities, these committees developed Assessment Standards and Measurement Guidelines (ASMG) in each subject area to guide instruction and the construction of SC-Alt (the ASMGs are available at http://ed.sc.gov/agency/offices/assessment/programs/SWD/SC-AltAssessmentStandardsandMeasurementGuidelines.html). The SC-Alt ELA and Mathematics assessments are based on the corresponding ASMG, providing a link from the assessment to the state grade level academic standards. Although an ASMG was developed and published for science, the SC-Alt Science assessment was developed based directly on the 2005 SC Science academic grade-level standards and indicators for grades 3-8 for the elementary and middle school forms and on the high school Physical Science course academic standards for the high school form.

Description of the SC-Alt Science Assessment

The SC-Alt is individually administered to each student, generally by the teacher who has provided instruction to that student. In addition to the teacher administering the assessment, a trained monitor unrelated to the student must be present during the test administration. The monitor is required to ensure that the assessment is administered and scored properly. The assessment is administered during a 6-7 week window starting in March. The student may complete the assessment for each subject area in one session or, if the student tires or is non-attentive, the assessment may be administered over several days.

The SC-Alt Science assessment is designed for administration to three age grade bands commensurate with the age ranges of students typically enrolled in those grades. An "elementary" form is intended for use with students aged 8-10 by September 1 of the school year of testing (corresponding to the grade band 3 through 5). The "middle school" form is administered to students aged 11-13, corresponding to grade band 6 through 8, and the "high school" form is administered to students aged 15 (the age when most students are classified as 10th graders). The SC-Alt is designed to provide a continuous scale of increasing difficulty for students aged 8 through 13 and age 15, with the content of the test appropriate for students aged 8 through 15. This design is intended to provide appropriate age-related content to maintain interest and motivation on the part of the student being tested.

Each SC-Alt Science grade-band form consists of 12 performance tasks, with each task containing 4 to 6 items. The performance task format was chosen for the SC-Alt based on the advice of special education advisory committees. The portfolio format previously used for PACT-Alt and HSAP-Alt was criticized by educators because of paperwork loads and concerns about the subjectivity of portfolios and their scoring.

The SC-Alt assessment is scripted, with specific directions to the teacher for administration and scoring of the assessment (see Figure 1 for descriptive information about the SC-Alt tasks and items).

Figure 1
SC-Alt Tasks and Items

A task is a set of four to eight related activities, called items. The responses to the items provide evidence of what students know and can do.

- ✓ Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to another.
- ✓ The teacher uses scripted directions to pose specifically worded questions and prompts to the student.
- ✓ The student responds by using the mode of communication that he or she uses during instruction. These response modes include but are not limited to an oral response, pointing, use of eye gaze, a response card, sign language, or an augmentative communication device.
- ✓ The test administrator will use various materials to administer a task or an item to help a student respond. Some of the materials are provided with each task, and some materials that are readily available at the school are provided by the test administrator.
- ✓ The materials may include poster, charts, tables, schedules, and signs that the administrator reads aloud and manipulatives such as checkers, balls, and geometric shapes.
- ✓ Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student's response.
- ✓ Each task addresses one or more of the assessment standards or measurement guidelines.
- ✓ The SC-Alt assesses selected standards or measurement guidelines. Individual students are assessed on a sample of standards and guidelines.

Scripted items:

- ✓ Each item begins with a scripted opening statement in Say/Do format. For example, "Say: Here is a …," or, "Say: Look at/touch the …"
- ✓ The opening statement is followed by a directive for the student to tell or show the teacher which one of several response options is correct. For example, "Say: Tell (show) me what the boy in the story did when he got home."

(Sources: Spring 2006 and Spring 2007 Test Administration Manuals.)

The tasks are ordered in difficulty, with the least complex task appropriate for the student administered first, and, as the student successfully answers the items in each successive task, the testing session is continued through the more complex tasks until the student fails to correctly answer or respond to a specified number of items. Prior to the administration of the SC-Alt for each content area, each student's ability in that content area is evaluated by the teacher using the Student Placement Questionnaire (SPQ) (SCDE, 2008) to determine the student's entry into the test form (e.g., the first task which will be administered to the student). The teacher's evaluation of the student on the SPQ instrument is based on the teacher's experience during the year of instruction he or she has provided the student. Based on the teacher's evaluation of the student's ability using the SPQ, the student may start the test with the first task, or, if the student has higher levels of cognitive functioning, at task 3 or task 6, as

appropriate. This adaptation of the test to the student's abilities is intended to increase the accuracy of the student's test score by only administering appropriately challenging items to the student. The use of the SPQ is also intended to avoid excessively tiring the student and to maintain the student's interest and motivation by avoiding items that are well below the student's ability level. If the teacher finds that the beginning task suggested by the SPQ is too challenging for the student, the teacher chooses a lower level task based on the criteria listed in the administration directions. Regardless of the student's entry point into the assessment, each student must complete at least 5 tasks, but may respond to more than 5 tasks if the student's performance meets the criteria for continuing.

The student's response to each question on the assessment is recorded and scored by the teacher administering the assessment. The test administrators and monitors must receive professional development on the administration and scoring of the assessment. The scoring of each item may be "scaffolded" if the student provides an incorrect answer or does not respond. For example, if an item has three answer options, only one of which is correct, and the student fails to choose the correct answer on the first try, on the student's second try the teacher may restate the question but provide only two responses, eliminating the incorrect answer chosen initially by the student. If the student again fails to choose the correct answer (or does not respond to the question), then the teacher records a "0" or "No Response" and moves on to the next item. If the student correctly responds when only two choices are given rather than three choices, the student is awarded fewer points than if he or she had correctly answered the item on the first try. This scaffolding of the scoring provides for a level of success for the student and allows the identification of the student's partial level of skill or knowledge in the standard assessed by the item.

Studies Conducted of SC-Alt Science Assessment

The SC-Alt Science assessment was initially field tested in Fall 2006. The tasks and items in the initial field test were selected for further use, revised, or eliminated following reviews by content area committees, reviews of data from the technical analyses of the task and item data, reviews of the results of the study of the task and item alignment with the academic standards, and reviews of comments from teachers who had administered the field tests. Following this review, three grade-band forms (grades 3-5, grades 6-8, and grade 10) were created using the revised tasks and items from the 2006 field test for administration in Spring 2007. The studies conducted for this review are based on data from the 2006 field test and from the 2007 administration of the revised tasks and items.

Studies of the alignment between the SC-Alt Science assessment and the state academic standards were conducted by University of North Carolina-Charlotte and Western Carolina University professors of curriculum and special education, in cooperation with the SDE and the National Alternate Assessment Center (Flowers, et al, December 2006; Flowers, et al, January 2007; Flowers, et al, December 2007). The studies were part of a project to develop and pilot alignment procedures designed for evaluating tests for students with significant cognitive disabilities. The alignment studies were conducted in November 2006 and revised in January 2007 and December 2007.

A technical review of the task and item data from the 2007 test administration was conducted by a professor of educational research and assessment at the University of South Carolina. In addition, EOC staff reviewed and analyzed information and documentation provided by the SCDE about the SC-Alt Science assessment.

Findings

Numbers of Students Assessed and Numbers of Tasks and Items Administered

The numbers and the disability classifications of students participating in the 2007 administration of SC-Alt Science assessment are listed in Table 1. The eligibility of students to participate in the SC-Alt assessments is based upon meeting the criteria listed in Appendix 1. Students eligible to participate in the SC-Alt assessments have significant cognitive disabilities and represent approximately 0.5% of all students enrolled in grades 3 through 8 and grade 10, and approximately 4% of all special education students.

Table 1
Numbers of Students Tested and Their Disabilities,
2007 Administration of SC-Alt Science Assessment

Disability Classification	Number Students Participating in 2007 Administration (%)
Moderate Mental Disability	980 (40.1)
Autism	403 (16.5)
Severe Mental Disability	269 (11.0)
Mild Mental Disability	540 (22.1)
Other*	253 (10.3)
Totals	2,445 (100)

Note: Totals may not equal 100% due to rounding.
Includes categories: Multiple Disability; Other Health Impaired; Traumatic Brain Injury; Hearing, Visual, Speech, or Language Disabled; Orthopedically Impaired; Learning Disability; Unknown.
Source: AIR, 2008

Some of the tasks and items administered in the Fall 2006 field test were revised or eliminated based on the academic standard alignment studies and the review of the technical characteristics of the items, so the data from the Spring 2007 administration of the SC-Alt Science assessment were used for the technical analysis of the assessment items in this review. The numbers of tasks and items administered in Spring 2007 and reviewed in this report are listed in Table 2.

Table 2
Numbers of Tasks and Items By Grade Band Form
SC-Alt Science 2007 Administration

Content Area	Grade Band 3-5 Form		Grade Band 6-8 Form		Grade 10 Form		Total No. Tasks	Total No. Items
	No. of Tasks	No. of Items	No. of Tasks	No. of Items	No. of Tasks	No. of Items		
Science	12	58	12	60	12	56	36	174

Study of the Alignment of the SC-Alt Items to the State Academic Standards

In 2006 and 2007 the SC-Alt Science field test tasks and items were reviewed by a group of experts at the University of North Carolina-Charlotte and at Western Carolina University in partnership with the National Alternate Assessment Center (Flowers, et al., December 2006; January 2007; December 2007). The alignment evaluators issued one report in December 2006, followed by two addendum reports reflecting changes by the test developers to the intended science academic standards and indicators specified for a group of tasks and the subsequent reanalysis of the alignments of the items to the standards by Fowler, et al. The purpose of the review was to evaluate the alignment of the assessment items with the state academic standards using a set of criteria for evaluating the alignment of assessments intended for use with students with significant cognitive disabilities. The review results were also used by the SCDE and its contractor, the American Institute for Research (AIR) in the evaluation of the field test items for future use on the operational forms of SC-Alt.

Seven alignment criteria were developed by a team of content experts, special educators, and measurement experts. The alignment criteria were similar to other criteria for evaluating the alignment of test items to academic standards, but included three additional criteria (criteria 5-7) designed to apply to assessments intended for students with significant cognitive disabilities. The alignment criteria used in the study are listed in Table 3.

Table 3
Criteria for Judging the Alignment of Assessment Items and Academic Standards

1. The content is academic and includes the major domains/strands of the content area as reflected in state and national standards as defined by the National Science Education Standards.
2. The content is referenced to the student's assigned grade level (based on chronological age).
3. The achievement expectation is linked to the grade level content, but differs in depth or complexity; it is not grade level achievement. It may focus on prerequisite skills or those learned at earlier grades, but with applications to the grade level content. When applied to state level alternate assessments, these priorities are accessible to IEP planning teams.
4. There is some differentiation in achievement across grade levels or grade bands.
5. The focus of achievement promotes access to the activities, materials, and settings typical of the grade level but with the accommodations, adaptations, and supports needed for individualization.
6. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).
7. Multiple levels of access to the general curriculum are planned so that students with different levels of symbolic communication can demonstrate learning. (Flowers, et al., December 2006, p. 11)

Using these seven criteria, a team composed of two science experts, two experts in the education of students with significant cognitive disabilities, and two experts in educational measurement evaluated the 36 science tasks consisting of 174 items used in the Fall 2006 SC-

Alt Science field test. These tasks and items provided the basis for the creation of 2007 forms for grade bands 3 through 5, 6 through 8, and grade 10.

Following training in the seven alignment criteria, the evaluators achieved approximately 89% inter-rater agreement for the science items, suggesting that the criteria were clear and that the alignment evaluations provided through the process were reliable.

With regard to Criterion 1, all but 10 of the science items were found to be assessing academic skills; these 10 items were eliminated from further consideration, leaving 164 science items in the study. The items judged non-academic were the first items administered at the beginning of the least complex tasks and served either to introduce the topic of the task or to identify the student's engagement in the assessment activity.

Since the test developers listed multiple inquiry and content standard indicators for each item, in their initial alignment analysis for Criterion 2 the alignment evaluators chose only the first two standard indicators for each item for review. Reviewing the item: standard alignment when multiple standard indicators were listed for each item was not feasible, but the arbitrary choice of only two standards for each item for review did not provide a comprehensive or accurate picture of the relationships between the assessment and the content standards. The test developers subsequently prioritized the content standards believed to be assessed by each item so only 1-2 inquiry standard indicators and 1-3 content standard indicators were listed for each item for further review. The alignment evaluators did not report studies for Criterion 2 based on the revised item standard designations, but did conduct and report alignment studies for Criterion 6 based on the revised item information in their December 2007 addendum to the report (Flowers, et al, December 2007).

Regarding alignment Criterion 3, the alignment evaluators found that there was variability among the grade band forms in the degree to which sufficient numbers of items (6 or more) were aligned to the four domains of science (Table 4).

Table 4
Alignment with Science Domains
SC-Alt Science Assessment

Domain of Science	Sufficient Number of Items in Domain (6 or more) – Yes or No		
	Elementary (Grades 3-5)	Middle (Grades 6-8)	High (Grade 10)
Scientific Inquiry	Yes	Yes	Yes
Life Science	Yes	No	No
Earth Science	Yes	Yes	No
Physical Science	No	Yes	Yes

This finding reflects the proportional representation of the standards and indicators listed in the SC-Alt Science ASMG, which in turn reflects the science curriculum domain emphasis adopted by the ASMG development committee. The SC-Alt Science high school form addresses only one content area, physical science, because this form is intended to assess the same grade-level standards as are required for all other tenth grade students. NCLB requires a science assessment to be administered at the high school level, and the Physical Science End of Course test has been selected by the SCDE to fulfill that requirement. The grade 10 SC-Alt Science assessment was chosen to fulfill the NCLB requirement for high school aged students

with severe cognitive disabilities. The lack of assessment of Life Science in the SC-Alt Science middle school form may be problematic in the future, however, as steps are taken over the next few years to eliminate use of the Physical Science high school assessment for NCLB compliance and replace it with the Biology End of Course test. This may require the development of a new form of the SC-Alt Science assessment assessing biology at the high school level, with a concurrent need to adjust the domain emphases in the middle grade form.

Further analysis regarding alignment Criterion 3 revealed that 90% of the SC-Alt Science items assess at the Memorize/Recall cognitive level. The SC-Alt ASMG calls for approximately 70% of the items to assess at the Memorize/Recall level, with remaining items to assess at higher cognitive levels (in order of increasing complexity, the cognitive levels defined by the alignment evaluators are Attention, Memorize/Recall, Performance, Comprehension, Application, and Analysis/Synthesis/Evaluation). This is in contrast with the grade-level academic standards, wherein most cognitive-level expectations lie at the Comprehension level or above: 12.4% of the content standards are at the Memorize/Recall level in the items on the elementary grade form, 7.4% in the middle grades, and 1.4% in the high school form (Fowler, et al, December 2007). The inconsistency between the cognitive levels expected in the grade level content standards and the cognitive levels of the assessment items probably reflects the emphasis on prerequisite skills and lower levels of complexity in the instruction and assessment of students with severe cognitive disabilities.

The alignment evaluators found that there was no change in the depth of knowledge assessed by SC-Alt Science items across the grade level forms (Criterion 4). However, the content emphasis changed across the grade level forms from an emphasis on Earth Science on the elementary grade form, an emphasis on both Earth Science and Physical Science on the middle grade form, and an emphasis on Physical Science on the high school form. The evaluators point out that differentiation in the depth of knowledge in a content area may not be necessary in alternate assessments and that differentiation in the content covered across grade levels, as in SC-Alt Science, is an optional way to accomplish the assessment of differential achievement across grade bands. It would also seem to be particularly difficult to measure increasing depth of knowledge in a particular content area, such as Life Science, across grade bands if the content area is not assessed at each grade band level.

With regard to Criterion 5, the evaluators found that the science tasks and items were appropriate for the target group of students and that the items, as intended, were appropriate for either younger or older students.

As indicated earlier in the discussion of studies conducted for alignment Criterion 3, multiple inquiry and content standard indicators were initially identified by the test developers for many of the SC-Alt Science items. The alignment evaluators found it was not feasible to evaluate the alignment of the items to the academic standards when so many standards were indicated for each item. The test developers resubmitted the items and the standards the items were designated as addressing after prioritizing the standards assigned to the items and reducing the number of standards designated for many items. The evaluators then reanalyzed the data and reported it in an addendum to their report (Flowers, et al, December 2007). In the data resubmitted for analysis, each item was designated by the test developers as assessing 1-2 science inquiry standard indicators and 1-3 content standard indicators.

The evaluators independently examined each item to determine the science inquiry and content standards and standard indicators it assessed. This determination was compared to the inquiry and content standards and indicators designated by the test developers as being assessed by

the item. The number and percentage of times the standard indicators determined by the evaluators were closely ("near" alignment) or remotely ("far" alignment) aligned, or not aligned at all to the item's content was designated and reported as the "content centrality" measure of alignment (Webb, 1997) (see Table 5).

Table 5
Centrality of Alignment Between Academic Science Standards and Indicators And SC-Alt Science Assessment Items

Science Standards	Degree of Centrality (Alignment)	Number of Items	Percentage
Inquiry Standards*	Not Aligned	7	4.0
	Far Alignment	30	17.2
	Near Alignment	137	78.7
Content Standards**	Not Aligned	55	21.7
	Far Alignment	113	44.7
	Near Alignment	85	33.6

* Eleven items were linked to 2 inquiry standard indicators, with the remaining items linked to 1 inquiry standard indicator each.
** Most of the 163 items were each linked to more than 1 content standard indicator.
Source: Flowers, et al, December 2007

As indicated in Table 5, 96% of the items had either a near or far alignment with the inquiry standard indicators, while 78.3% of the items had a near or far alignment with the content standard indicators. The criterion for successful alignment established by the evaluators is that 90% or more of the items should have either a near or far alignment to the academic standards being assessed (National Alternate Assessment Center, November 2007). The SC-Alt Science items meet that criterion for the inquiry standards, but not for the content standards.

To further explore the extent of item and standards alignment, the EOC staff reviewed the alignment data provided by Flowers, et al and information provided by the SCDE. In this extended study the information from the SC-Alt Science Elaborated Blueprints provided by the SCDE on the standards intended to be assessed by each item was compiled and reported in the tables in Appendix 2. These tables also list the number of standards found by Flowers, et al to be aligned with each item.

Items which were found not to be aligned with inquiry or content standard indicators and items which were found to be aligned with at least one but not all the standard indicators specified by the test developers are highlighted in the tables in Appendix 2. The tables reveal that items which are not aligned or are partially aligned with the intended grade level standards tend to be clustered in specific tasks rather than randomly distributed across tasks (partially aligned items are aligned with at least one standard but not with all the standards intended to be assessed by the item). The tasks in which significant proportions of items are not aligned or are partially aligned are listed in Table 6

Table 6
SC-Alt Science Assessment Tasks Not Aligned
Or Partially Aligned With Grade Level Academic Standards

Grade-Band Form	Task(s) Not Aligned or Partially Aligned
Elementary (Grades 3-5)	Task 4
Middle (Grades 6-8)	Task 1
	Task 4
	Task 5
	Task 9
	Task 11
High (Grade 10)	Task 3
	Task 6
	Task 9
	Task 12

The middle grade-band form has the largest number of non-aligned or partially-aligned tasks (5 of 12 tasks), followed closely by the high school form (4 of 12 tasks). The relatively large proportions of non-aligned or partially-aligned tasks in the middle and high school grade-band forms raise a concern about the accuracy of the interpretation of student test performance in science.

The review of items and the specific standard indicators to which they were found to be aligned revealed that some of the items were aligned to grade level standard indicators which were not listed in the SC-Alt Science ASMG. This was found for 15 of the elementary form items, 18 of the middle form items, and 20 of the high school form items. The grade level inquiry and content standard indicators found to be aligned with the items but not included in the ASMG are listed in Table 7.

Table 7
Standard Indicators Not Listed in *Assessment Standards and Measurement Guidelines* Which Are Assessed By SC-Alternate Science Assessment Items

Inquiry Standard Indicators:

K-1.1 Identify observed objects or events by using the senses.
K-1.3 Predict and explain information or events based on observation or previous experience.
K-1.4 Compare objects by using nonstandard units of measurement.
2-1.1 Carry out simple scientific investigations to answer questions about familiar objects and events.
2-1.2 Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement.
2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.
2-1.4 Infer explanations regarding scientific observations and experiences.

Content Standard Indicators:

K-2.2 Identify examples of organisms and nonliving things.
1-2.3 Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.
4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.
4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.
4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction.
6-3.6 Summarize how the internal stimuli (including hunger, thirst, and sleep) of animals ensure their survival.
6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).
6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.
8-5.5 Analyze the resulting effect of balanced and unbalanced forces on an object's motion in terms of magnitude and direction.
8-5.6 Summarize and illustrate the concept of inertia.
8-6.3 Summarize factors that influence the basic properties of waves (including frequency, amplitude, wavelength, and speed).
PS-3.1 Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).
PS-3.7 Explain the processes of phase change in terms of temperature, heat transfer, and particle arrangement.
PS-5.1 Explain the relationship among distance, time, direction, and the velocity of an object.

The SC-Alt Science assessments were found in this analysis to be assessing components of the science academic standards and indicators which were not identified by the committee which developed the SC-Alt Science ASMG as key content standards "that are meaningful now and in the future for students with significant cognitive disabilities" (SCDE, no date, p. 2). The

relationships among the content standard indicators in the 2005 Science Academic Standards, the content standard indicators designated in the SC-Alt Science ASMG, and the content standard indicators assessed in the SC-Alt Science assessment are illustrated in Figure 2. In Figure 2, 59 of the SC Science Academic Standard Indicators are listed in the ASMG and 22 of the indicators listed in the ASMG are assessed in the SC-Alt Science assessment. However, 16 indicators assessed in the SC-Alt Science assessment are not listed in the ASMG, although these indicators are listed in the SC science academic standards.

This inconsistency between the SC-Alt Science assessment and the ASMG raises two questions: should the assessment be revised to assess only those standards and indicators designated in the ASMG; or should the ASMG be reviewed and revised to include the 16 additional standards and indicators? Based on the standards and indicators assessed in SC-Alt Science, the ASMG in its present published form is not appropriate to provide guidelines to teachers with "the specificity necessary to translate the standards into assessment tasks and classroom instruction and assessments" (SCDE, 2008, p. 2).

Finally, with regard to Criterion 7, the alignment evaluators found that the tasks and items address the full range of student communication skills. The items were evaluated for the levels of communication skills students needed to respond successfully to the items. The evaluators identified three levels of communication skills among students with significant cognitive disabilities:

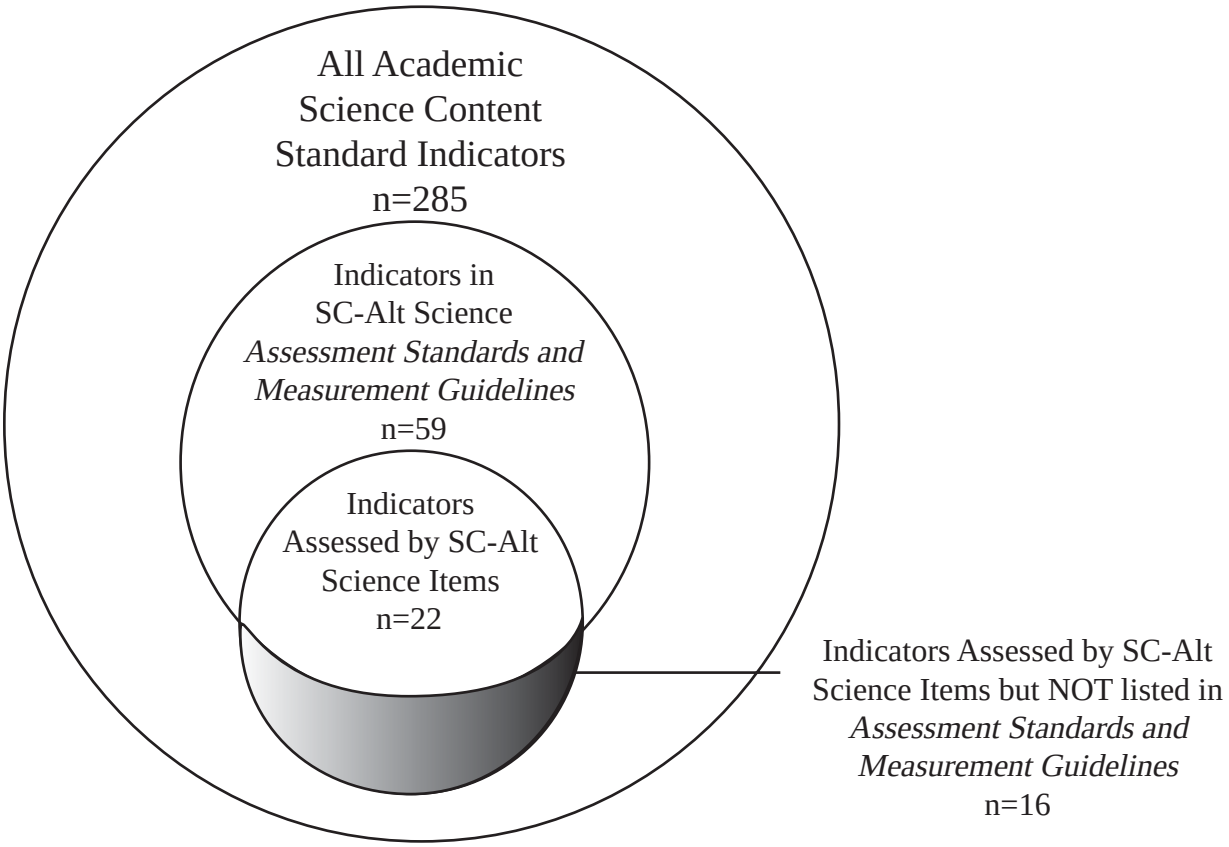
1. Pre-symbolic: student communicates with gestures, eye gaze, purposeful moving to object, sounds; has no clear response and no objective in communication.
2. Early Symbolic: student begins to use pictures or other symbols (less than 10) to communicate within a limited vocabulary.
3. Symbolic: student speaks or has vocabulary of signs, pictures to communicate. Recognizes some sight words, numbers, etc. (Flowers, et al., December 2006, p. 19)

The evaluators found sufficient variability among the items in communication skills needed and "some alternate assessment items were accessible to students at all levels of symbolic communication" (Flowers, et al, December 2006, p. 19).

Overall, the evaluators judged that the strength of the SC-Alt Science assessment was that "nearly all of the content was academic science content" (Flowers, et al., December 2006, p. 4). The evaluators noted that the alignment between the items and the grade level standards was lower for SC-Alt Science than for the SC-Alt ELA and mathematics assessments. Regarding the development of alternate assessments in science, Flowers et al noted:

> "Our work with other states suggests that science may typically be the area rated as having the weakest alignment. This may be true because while there is some research and resources on reading and math for this population, albeit limited to a few strands, there is almost no research on science and few resources describing science applications. We also are finding that "common knowledge" from which professionals not trained in science may operate in extending science standards can sometimes include misconceptions (e.g., that condensation on a glass is due to the glass "sweating" versus the collection of moisture from the air). For these reasons, the target for alignment in the first iteration of science alternate assessments may need to be more flexible." (Flowers, et al, December 2006, p. 4)

Figure 2
Science Content Standard Indicators
Assessed by SC-Alt Science Assessment



Technical Analysis of Test Forms, Tasks, and Items

A professor of educational research and measurement at the University of South Carolina, Dr. Christine DiStefano, reviewed the technical characteristics of the SC-Alt Science assessment. Dr. DiStefano's studies focused on the evidence provided from the technical data which informed the requirement in the Education Accountability Act (Section 59-18-320A) that the assessments be reviewed for their "level of difficulty and validity" and "the ability to differentiate levels of achievement." Her report is included in Appendix 3 of this report.

Dr. DiStefano stated that a strength of the SC-Alt was the use of multiple measures both to identify students for administration of the SC-Alt (the student participation guidelines) and to determine the starting point among the assessment tasks for individual students (the Student Placement Questionnaire). She also noted that the training provided for test administrators on placement of students on the test and scoring of their responses helped to ensure the validity of the test scores.

Dr. DiStefano found that the SC-Alt Science assessment item statistics were within acceptable ranges for the intended use of the tests. The increase in item difficulty from the lower to the upper grade levels previously observed in studies of the SC-Alt ELA and mathematics assessments were thought to reflect an increase in the complexity of the skills taught and assessed across the grades. The item difficulties in the SC-Alt Science assessment were found to be at similar levels across all three grade level forms, however. This finding may reflect similar levels across the grades in the complexity of the science skills taught to students with severe cognitive disabilities, or it may reflect a lack of differentiation in the complexity of the skills assessed across the grade levels.

Overall, the assessment was of moderate difficulty, with students answering approximately 60% of the items correctly, with a range of difficulty from moderately difficult to moderately easy. The item statistics indicated that the items, based on the point biserial values, are moderate in their ability to differentiate between students of higher and lower ability. The author noted regarding the item discrimination statistics:

> "One note was that the test was not overly discriminating as seen by lower adjusted point biserial values. The information suggests that the test is not maximally discriminating between students of higher and lower abilities; however, this may be acceptable given the requirement of the SC-Alt testing program." (DiStephano, 2008, p. 20)

The technical analysis revealed that approximately one-fourth of the test items were "flagged" for having technical statistics which exceeded the expected ranges. Most of the "flags" were considered to be for rather minor departures from the technical expectations, but 5 items on the high school form showed Differential Item Functioning (DIF) statistics possibly indicating that some characteristics of the items enabled one demographic group to score higher on the items than another demographic group even though members of both groups demonstrated similar overall levels of ability on the total test. Dr. DiStefano indicated that this potential "bias" of the item toward one group in favor of another should be investigated by reviewing the item statistics and the wording and content of the items to identify potential reasons for the DIF flag. All of the items chosen for the test forms were reviewed and approved by a "bias review committee," but the empirical DIF statistics suggest there may some unanticipated explanation for the differential performance of subgroups. Dr. DiStefano also pointed out that the item statistics may have been affected by the small sample sizes, especially with the grade 10 form; smaller sample

sizes for calculating the statistics increase the size of the margins of error in estimating the true values of the statistics.

Finally, Dr. DiStefano recommended that the outcomes from the SC-Alt Science assessment be reviewed when impact data are available to evaluate the overall difficulty of the operational assessments and the rigor of the performance standards. Based on the data available at this time, however, she found that the SC-Alt Science assessment appears to perform adequately to assess South Carolina's students with significant cognitive disabilities.

Conclusions and Recommendations

The studies conducted in this review identified a number of strengths of the SC-Alt Science alternate assessment:

- ✓ The assessment provides accountability and information for instructional improvement for students with significant cognitive disabilities who would not otherwise be assessed in the state testing programs, even with test accommodations and modifications;
- ✓ The assessment is intended to be aligned with the same grade level academic standards as for all students, although at levels of complexity appropriate for the diversity of cognitive functioning observed among students with significant cognitive disabilities;
- ✓ The assessment is individually administered by the students' teachers in the familiar context of the classroom;
- ✓ The assessment format allows students to respond to the items using the communication modes the student uses during instruction, such as oral response, pointing, use of eye gaze, use of a response card, sign language, or an augmentative communication device;
- ✓ The assessment is scripted, the administration and scoring is observed by monitors, and the teachers and monitors administering the assessment undergo training to ensure that the assessment administration is standardized and the results are valid measures of the student's ability;
- ✓ The assessment is administered over a six- to seven-week period, providing flexibility and opportunities for maintaining student motivation and interest and reducing student fatigue;
- ✓ The procedures for placing the student at the appropriate level for beginning each assessment reduces student fatigue and maximizes students' opportunities to show their highest performance;
- ✓ The assessment is intended to address increasingly complex and more difficult skills across student age levels and has been designed to provide a vertical scale to measure growth;
- ✓ The items in the assessment have a wide range of difficulty and the test is moderately able to discriminate between high and low levels of performance.

Some concerns were also identified through this review:

- ✓ The alignment between the SC-Alt Science assessment items and the science grade level academic standards needs to be improved;
  - o The items were found to be approximately 78% aligned to the grade level standards; the target for alignment is that 90% or more of the items should be aligned;
  - o Of the 12 performance tasks in each of the grade-band forms, the items in 1 task on the elementary, in 5 tasks on the middle, and in 4 tasks on the high school grade-

band form were found to be non-aligned or partially-aligned with the grade-level standards;

- ✓ The SC-Alt Science Assessment Standards and Measurement Guidelines, a publication to provide guidelines to test developers and teachers for the development of assessments and implementation of classroom instruction, does not fully reflect the standards and indicators actually assessed in the SC-Alt Science assessment;
- ✓ The analysis of the technical quality of the assessment revealed that approximately one-fourth of the items were "flagged" for having statistical values outside the expected range, although most of the flags were for relatively minor statistical differences;
  - o However, 5 items were flagged for Differential Item Functioning on the high school form, a measure which suggests that an item's wording or content may confer an advantage to one subgroup of test-takers compared to another subgroup.

<u>Recommendations</u>

4. The South Carolina Department of Education (SCDE) should review the alignment of the SC-Alt Science items to the grade-level standards, identify items needing revision, and document the revisions of items made to improve the overall alignment of the assessment.
5. The SCDE should review the SC-Alt Science Assessment Standards and Measurement Guidelines (ASMG) and the SC-Alt Science assessment for inconsistencies between the grade level academic standards and indicators actually assessed and the standards and indicators designated for assessment in the ASMG and revise either the assessment or the ASMG or both, as appropriate, to ensure that information about the assessment provided to educators and parents is accurate and complete.
6. The SCDE should review the SC-Alt Science items which were "flagged" for their statistical values, especially those items flagged for Differential Item Functioning, to identify reasons for the statistical aberrations observed and revise or eliminate the items having substantive problems.

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APPENDIX 1

Participation Guidelines for Alternate Assessment

The decision about a student's participation in required statewide assessments is made by the student's individualized education program (IEP) team and documented in the IEP. To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;

- The student accesses the state approved curriculum standards at less complex levels and with extensively modified instruction;

- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;

- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and

- The student's inability to achieve the state grade level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

APPENDIX 2

SC-Alt Science Assessment Item Alignment
Elementary, Middle, and High School Grade Band Forms

Grade-Band Form: Elementary, Grades 3-5

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
1: Identifying Weather	1**	1	NA	NA	1	NA	NA
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
	5	1	1	0	1	1	0
2: Growth Over Time	1**	1	NA	NA	1	NA	NA
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
	5	1	1	0	1	1	0
3: Position of Objects	1**	1	NA	NA	1	NA	NA
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
	5	1	1	0	1	1	0
4: Day & Night	1**	1	NA	NA	1	NA	NA
	2	2	1	1	2	0	0
	3	2	1	1	2	0	0
	4	2	2	1	1	0	0
	5	2	2	1	2	0	0
	6	1	1	0	1	0	0
5: Properties of Matter	1	1	1	1	1	1	0
	2	1	1	1	1	1	0
	3	1	1	1	1	1	0
	4	1	1	1	1	1	0
	5	1	1	0	1	1	0
6: Solid & Liquid	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
7: Major Organs	1	1	1	0	1	1	1
	2	1	1	0	1	1	1
	3	1	1	0	3	3	1
	4	1	1	0	3	3	1
	5	1	1	0	2	2	1
	6	1	1	0	1	1	0

*ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

Grade-Band Form: Elementary, Grades 3-5 (Continued)

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
8: Thermometer	1	1	1	1	2	2	0
	2	1	1	1	2	2	0
	3	1	1	1	2	2	0
	4	1	1	1	2	2	0
9: Living Things	1	1	1	0	1	1	1
	2	1	1	0	1	1	1
	3	1	1	0	2	2	1
	4	2	2	1	1	1	0
	5	1	1	0	1	1	0
10: Earth's Resources	1	1	1	0	0	0	0
	2	1	1	0	1	1	1
	3	1	1	0	1	1	1
	4	1	1	0	1	1	1
11: Fossil Fuels	1	1	1	0	1	1	0
	2	1	1	0	2	1	0
	3	1	1	0	2	2	0
	4	1	1	0	2	2	0
	5	1	1	0	1	1	0
12: Effect of Sun on Earth	1	1	1	1	2	2	1
	2	1	1	1	2	1	1
	3	1	1	1	2	2	1
	4	1	1	1	2	2	1
Totals, Academic Items	54	59	57	17	73	63	15
Totals, All Items	58	63	NA	NA	77	NA	NA

*ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

Grade-Band Form: Middle, Grades 6-8

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
1: Movement & Rest	1**	1	NA	NA	0	NA	NA
	2	1	1	0	2	2	2
	3	1	1	0	2	1	1
	4	1	0	0	2	1	1
	5	1	0	0	2	1	1
	6	1	1	0	3	3	1
2: Physical Structures	1**	1	NA	NA	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	1	1	1	0
	5	1	1	0	1	1	0
3: Metal or Nonmetal	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
	5	1	1	0	1	1	0
	6	1	1	0	1	1	0
4: Day & Night	1**	1	NA	NA	1	NA	NA
	2	2	1	1	2	0	0
	3	2	1	1	2	0	0
	4	2	2	1	1	0	0
	5	2	2	1	2	0	0
	6	2	2	1	1	0	0
5: Falling Objects	1**	1	NA	NA	1	NA	NA
	2	1	1	0	2	1	1
	3	1	1	0	0	0	0
	4	1	0	0	2	0	0
	5	1	1	0	2	2	0
6: Electrical Energy	1	1	1	0	2	2	1
	2	1	1	0	2	2	2
	3	1	1	0	2	2	2
	4	1	1	0	3	3	2
	5	1	1	0	3	3	2

* ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

Grade-Band Form: Middle, Grades 6-8 (Continued)

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
7: Seeds	1	1	1	1	1	1	1
	2	1	1	0	1	1	0
	3	2	2	0	1	1	0
	4	1	1	0	1	1	0
8: Major Organs	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	3	3	1
	4	1	1	0	3	3	1
	5	1	1	0	2	2	1
	6	1	1	0	1	1	0
9: Thermometer	1	1	1	1	2	0	0
	2	1	1	1	2	1	0
	3	1	1	1	2	1	0
	4	1	1	1	2	1	0
10: Simple Machines	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
11: Fossil Fuels	1	1	1	0	1	1	0
	2	1	1	0	2	0	0
	3	1	1	0	2	1	0
	4	1	1	0	2	1	0
	5	1	1	0	1	1	0
12: Effect of Sun on Earth	1	1	1	1	2	2	1
	2	1	1	1	2	2	1
	3	1	1	1	2	2	0
	4	1	1	1	2	2	1
Totals, Academic Items	56	62	57	15	90	67	18
Totals, All Items	60	66	NA	NA	93	NA	NA

* ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

Grade-Band Form: High, Grade 10

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
1: Movement & Rest	1**	1	NA	NA	0	NA	NA
	2	1	1	0	2	0	2
	3	1	1	0	2	1	1
	4	1	1	0	2	2	1
	5	1	1	0	2	2	1
	6	1	1	0	3	3	1
2: Falling Objects	1**	1	NA	NA	0	NA	NA
	2	1	1	0	2	1	1
	3	1	1	0	1	1	0
	4	1	1	0	2	0	0
	5	1	1	0	2	2	1
3: Magnets	1	1	1	0	1	0	0
	2	1	1	0	0	0	0
	3	1	1	1	1	0	0
	4	1	1	0	0	0	0
	5	1	1	0	0	0	0
4: Electricity	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
	5	1	1	0	1	1	0
5: Electrical Energy	1	1	1	0	1	1	0
	2	1	1	0	2	2	1
	3	1	1	0	2	2	1
	4	1	1	0	2	2	1
	5	1	1	0	2	2	1
6: Loud & Soft	1	1	1	0	2	0	0
	2	1	1	0	2	0	0
	3	1	1	0	2	0	0
	4	1	1	0	2	1	1
7: Force & Motion	1	1	1	0	3	3	1
	2	1	1	0	2	2	0
	3	1	1	0	2	2	0
	4	1	1	0	3	1	0
	5	1	1	0	3	3	0

* ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

Grade-Band Form: High, Grade 10 (Continued)

Task Number	Item Number	# Inquiry Standards Listed in Elaborated Blueprint	# Inquiry Standards Aligned	# Aligned Inquiry Standards NOT in ASMG*	# Content Standards Listed in Elaborated Blueprint	# Content Standards Aligned	# Aligned Content Standards NOT in ASMG*
8: Force	1	1	1	0	3	3	1
	2	1	1	0	2	2	0
	3	1	1	0	2	2	0
	4	1	1	1	1	1	1
	5	1	1	1	3	3	1
9: Surface & Motion	1	1	1	0	2	1	0
	2	1	1	0	2	1	0
	3	1	1	0	2	1	0
	4	1	1	0	2	1	0
10: Simple Machines	1	1	1	0	1	1	0
	2	1	1	0	1	1	0
	3	1	1	0	1	1	0
	4	1	1	0	1	1	0
11: Changing States of Water	1	1	1	0	1	1	1
	2	1	1	0	1	1	1
	3	1	1	0	1	1	1
	4	1	1	0	1	1	1
12: Friction & Gravity	1	1	1	0	2	1	0
	2	1	1	0	2	2	0
	3	1	1	0	2	1	0
	4	1	1	0	2	1	0
Totals, Academic Items	54	54	54	3	90	66	20
Totals, All Items	56	56	NA	NA	90	NA	NA

* ASMG = Assessment Standards and Measurement Guidelines

** = Non-academic item; standards alignment not determined

DRAFT

APPENDIX 3

South Carolina Alternate Assessment: Science Test

Technical Evaluation of Operational Test Data From the Spring 2007 Administration

A Report to the Educational Oversight Committee

Christine DiStefano
University of South Carolina
April 2008

South Carolina Alternate Assessment
Technical Evaluation of Test Data From the
Spring 2007 Administration:

Science

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Description of the South Carolina Alternate Assessment Program

As part of South Carolina's state Accountability Program, students attending public schools take yearly standardized assessments to gauge student progress and relay information about school performance. Every student in the public schools is required to participate in the state testing program. This mandate also extends to students with cognitive disabilities. As stated on the SC Department of Education website (www.ed.sc.gov):

> "All students with disabilities must be included in statewide or district-wide assessments and if necessary, must have accommodations or modifications, or must participate in an alternate assessment."

An alternate assessment program has been developed to meet the needs of students with significant cognitive disabilities who are unable to participate in the general Palmetto Achievement Challenge Tests (PACT) or High School Assessment Program (HSAP) testing programs, even with accommodations and/or modifications. The SC assessment program for these students is the South Carolina Alternate Assessment (SC-Alt). The SC-Alt is an assessment for students with significant cognitive disabilities; these students are assessed against alternate achievement standards.

This report summarizes technical information from test data of the South Carolina Alternate Assessment (SC-Alt) in the area of science. Data for this report were collected as part of the 2007 operational administration of the SC-Alt. The Education Oversight Committee (EOC) supported the current study as part of its responsibilities listed in the Education Accountability Act of 1988:

> Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for the needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

SC-Alt Population

The SC-Alt serves students with significant cognitive disabilities. Thus, students must meet eligibility criteria to be allowed to participate in the SC-Alt instead of the regular PACT or HSAP testing programs. To determine if a student is eligible for the SC-Alt, multiple sources of data are evaluated where the data are collected over a period of several years. Input from multiple sources and multiple time periods ensures that students who require additional assistance are eligible to take the SC-Alt.

The participation guidelines stated below are taken directly from the State Department of Education (SDE) website (www.ed.sc.gov):

The decision about a student's participation in assessment is made by the student's Individual Education Plan (IEP) team and documented in the IEP. To document that alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
- The student accesses the state approved curriculum standards at less complex levels and with extensively modified instruction;
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and
- The student's inability to achieve the state grade level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

Instead of following grade level requirements for testing, the SC-Alt is administered to students who have been determined by the IEP team to meet all of the participation criteria for alternate assessment and who are between the ages of 8-13 or are 15 years old as of September 1 of the current assessment year. The SC-Alt is organized into three test booklets based on grade level bands. The three forms are defined as:

- Elementary school form: covering grades 3 through 5 and appropriate for students between the ages of 8 - 10 as of September 1 of the current assessment year
- Middle school form: covering grades 6 through 8 and appropriate for students between the ages of 11 - 13 as of September 1 of the current assessment year
- High school form: covering grade 10 and appropriate for students 15 years of age as of September 1 of the current assessment year

The age bands were constructed for SC-Alt testing in lieu of following the students' stated grade level because students with significant cognitive disabilities may not make academic progress in the same manner as mainstream students.

SC-Alt: Test Development

Alignment of Test Content to Curriculum Standards

SC-Alt has been designed to meet all federal and state regulations concerning the test content. The content domains of the SC-Alt tests are aligned with alternative curriculum standards approved by the South Carolina State Board of Education. Alternative achievement standards are aligned with South Carolina achievement standards for mainstream students; however, the alternative achievement standards differ in the expectations of student performance as that they differ in complexity level. Curriculum standards for content areas covered by the SC-Alt are available on the SDE website (http://ed.sc.gov/agency/offices/assessment/programs/swd/SC-Alt AssessmentStandardsandMeasurementGuidelines.html). The SC-Alt Assessment Standards and Measurement Guidelines were developed in compliance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) requirements that the alternate assessment must link to the grade-level content standards, although at less complex and prerequisite skill levels. More information about the link between the alternate curriculum standards and the SC-Alt test content is provided in the alignment study review (Flowers, Browder, Wakeman, & Karvonen, 2006).

Test Design

SC-Alt replaces the previous alternate assessments, the PACT-Alt and the HSAP-Alt. The structure of the SC-Alt consists of a series of performance tasks in which students are required to demonstrate their understanding of the content. The SC-Alt tasks were developed by the testing contractor, American Institutes for Research (AIR), utilizing collaborative teams of experienced assessment writers with expertise in both the content areas and the learning characteristics of students with significant cognitive disabilities. The SC-Alt Assessment Standards and Measurement Guidelines provided the assessment teams with the ability to translate the standards into assessment tasks. The Content, Bias, and Accessibility Review Committee reviewed tasks prior to inclusion in the SC-Alt. The tasks were revised using input from small scale tryouts, focus groups discussions, and piloting and field testing to create the operational forms of the SC-Alt.

Each SC-Alt test form consists of twelve tasks. A task is a set of four to eight related activities or items and responses to the items provide evidence of what students know and can do in a given content area. Each test should have a sufficient number of items to provide a clear picture of student ability (Crocker & Algina, 1986) without overwhelming or fatiguing students.

While 12 tasks are included on each SC-Alt test form, the total number of items included on a test varies across the three grade band forms. For the operational forms of the 2007 spring administration of the SC-Alt, the numbers of items per form are provided below. Each form has a sufficient number of items included on each form to provide evidence of students' ability in a given content area.

Table 1. Number of Items on the South Carolina Alternate Assessment, Science

Form	Science
Elementary (Grades 3-5)	56
Middle School (Grades 6 – 8)	58
High School (Grade 10)	60
Total	174

Description of Testing Procedures

Given that a student meets the eligibility criteria for the SC-Alt and the correct grade level band is identified, teachers serve as test administrators for the SC-Alt. The test administrator administers the Student Placement Questionnaire (SPQ) to identify an appropriate starting position. The SPQ evaluates a student's ability and is used to determine an appropriate starting point within the test. This is done to avoid students being administered items that are too hard or too easy. Also, the process allows for an accurate assessment of the students' ability without overly fatiguing the student by exposure to unnecessary numbers of test items. Student fatigue is a concern given the dynamics of the SC-Alt population of students. Within a form, students are judged to have high, medium, or lower ability within the test band and the appropriate starting task is determined. Thus, students within the same grade level band may have different starting points within the same form, depending on the student's ability level. Given that students may have different starting points within the same instrument, students may, therefore, complete a different number of tasks. Additional detail about the SPQ and student placement is provided in the Test Administrators' Manual, which is available on the SC Department of Education website (http://ed.sc.gov/agency/offices/assessment/programs/SWD/SouthCarolinaAlternateAssessmentSC-Alt.html).

SC-Alt test administrators undergo training to be familiar with the SPQ and how to interview students. Standardized training ensures that the teachers can gauge accurately an appropriate starting point. Additionally, the training for all test administrators helps to ensure that the starting point judgments are fair and unbiased.

Each item on the SC-Alt has a point worth which may vary from one point to four points, depending on the complexity of the task to be performed. The test administrator scores the SC-Alt assessment as it is administered. To ensure scoring fidelity and scoring standardization across the state, training is required for all teachers who will administer the SC-Alt assessment. Standardized training for every test administrator helps to ensure appropriately administered and scored assessments. Proper test administration and scoring supports the validity of the SC-Alt results used for Adequate Yearly Progress (AYP) ratings and school report card ratings.

Sample Size

The SC-Alt is a specialized instrument, where students must meet pre-specified conditions to be eligible to take this test. The estimated number of students taking the SC-Alt is approximately 0.05% of the student population in SC schools (SC-Alt Technical Manual, March 16, 2007). The SC-Alt Technical Manual states that students with three primary disability

designations accounted for approximately 80% of the participants: trainable mentally disabled students (51.2%), autistic students (14.6%), and profoundly mentally disabled students (14.0%).

The number of students tested in the spring 2007 administration of the SC-Alt assessment was reported in the April, 2008 Summary Tables provided to the SC-Alt Technical Committee (AIR Technical Team, April 2008). Student sample sizes for the spring 2007 administration of the SC-Alt science test are provided in Table 2. Data from the operational samples was used to compute the item statistics evaluated in the current report. The number of students involved with the spring 2007 SC-Alt administration is acceptable for stable item calculations. It is recognized that the sample size for the High School grade band is lower than desired; however, this sample size represents disabled students within the grade band who were eligible to take the SC-Alt science test.

Table 2. Number of Students Tested, 2007 South Carolina Alternate Science Assessment

Form	**Science**
Elementary (Grades 3-5)	1,085
Middle School (Grades 6 – 8)	1,009
High School (Grade 10)	351

Data Analysis Procedures

SC-Alt item statistics were calculated by the SDE/AIR and delivered to the EOC for evaluation. EOC staff provided the SDE data sets to this author. Data sets contained statistical information for the SC-Alt Science Fall 2007 operational administration. Item statistics were calculated using Classical Test Theory (CTT) techniques and Item Response Theory (IRT) techniques where the Rasch model (i.e., one parameter item response theory model) was used. For the technical report, summaries of item statistics (difficulty, average point biserial values) and psychometric characteristics (e.g., Differential Item Functioning, Rasch ability estimates) were summarized for SC-Alt science operational form. It is noted that this technical report consists of evaluation and interpretation of the dataset indices provided to the EOC. Besides calculation of summary statistics (e.g., mean values, standard deviations), no additional estimation procedures (e.g., equating, ability estimates) were conducted. This report is arranged into three sections: a) summary of classical test theory indices, b) summary of item response theory indices, and c) investigation of impact.

Section A: Summary of Classical Test Theory Indices

Two Classical Test Theory (CTT) indices were included on the dataset: item difficulty and adjusted point-biserial. The item difficulty (p) may be defined as the proportion of students out of the total number of examinees answering an item correctly. Higher p values indicate easier items (i.e., a greater number of students selected the correct answer) and low p-values indicate more difficult items. Items which are too difficult or, conversely, too easy, do not differentiate between low performing and high performing students. A difficulty value of p = .5 provides the highest level of differentiation between students (Crocker & Algina, 1986).

The adjusted point biserial r is a measure of association indicating how well an item discriminates between high performing and low performing students. The value is calculated as the correlation between item scores (correct/incorrect) and the total score, with the item in question removed from the total score. The normal range of point biserial scores for items is –1 to +1, with higher values indicating that the item discriminates well between high and low performing students (Crocker & Algina, 1986). Values of the point biserial may be positive, meaning that the item is discriminating appropriately, or negative, indicating that the item is not discriminating as intended. Values that are close to zero or negative may indicate a flawed item. A value of zero means that there is no discrimination between high and low ability test takers; negative values indicate the tendency for high ability students to answer incorrectly and low ability students to answer correctly. A high point-biserial coefficient means that students selecting the correct response are students with higher total scores, and students selecting incorrect responses to an item have lower total scores, meaning the item can discriminate between low-performing examinees and high-performing examinees.

CTT Difficulty

Table 3 provides summary statistics for the difficulty values by SC-Alt Test form and age band and content area. Mean values across the science forms were at least p= .63 meaning that, on average, students answered 63% of the SC-Alt science items correctly. Minimum and maximum p-values showed a range of item difficulty values, ranging from a minimum value of p = .26 (illustrating a difficult item) to p=. 89 (illustrating a relatively easy item). Figure 1 shows that the majority of items are easier for this population of students, with the majority of items reporting a difficulty level of .50 or higher.

Item difficulty values were reviewed to determine the number of science items per form that were challenging for students, where p < .50. On the elementary form, 8 of the 58 science items (14%) had a p-value less than or equal to .50, 14 of 60 items (23%) on the middle school form were challenging for students, and 11 of 56 items (20%) on the high school form were challenging. Thus, the majority of the SC-Alt science items were relatively easy for the population of students.

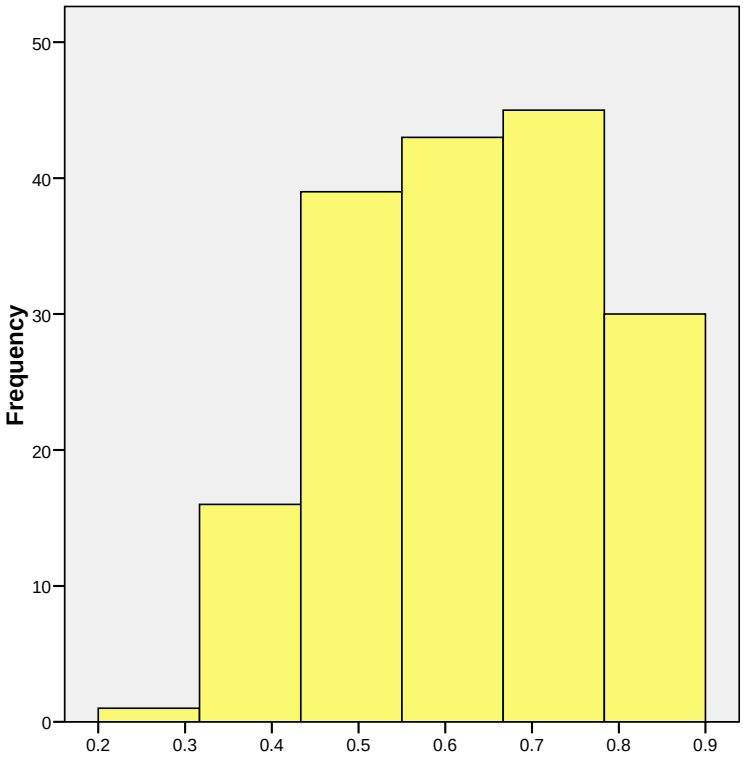

Figure 1. Distribution of item difficulty values, SC-Alt Assessment, Science

For the SC-Alt science tests, the information showed that the tests were approximately of equal difficulty across the three grade bands. Average difficulty values for the three SC-Alt science tests are very close, meaning that no one form reported drastically different values as compared to results for a different grade band. Overall, difficulty values are within an acceptable range, especially given the nature of the population, the use of the SPQ to pinpoint the appropriate student starting point, and the purpose of the SC-Alt instrument. Table 3 reports the CTT difficulty values for each grade band.

Table 3. CTT Difficulty Values, by Form

Form and Age Band	Number of Items	Mean Difficulty	Standard Deviation	Minimum Difficulty	Maximum Difficulty
Science					
Elementary	58	.62	.12	.36	.85
Middle	60	.64	.15	.32	.89
High School	56	.64	.15	.26	.87

CTT Discrimination

Table 4 provides summary statistics for the adjusted point biserial values for the SC-Alt Science test. Mean values across the SC-Alt science forms was at least r_{pb} = 0.40, illustrating that the set of tests are moderately discriminating. The average value means that, generally, SC-Alt students with lower total test scores chose incorrect responses and higher ability students chose correct responses. However, the r_{pb} is lower than .5, showing some inconsistencies. As seen by the mean point biserial value by form, the SC-Alt forms were roughly equivalent in their ability to discriminate between higher and lower ability students; no one form discriminated significantly better (worse) than the other SC-Alt science forms. Figure 2 provides a histogram of the adjusted point biserial values over all three forms of the SC-Alt science test. As shown, many of the items are not overly discriminating and a few items had very low point biserial values. Overall, there are 117 of the total 174 (67.2%) SC-Alt science items that have a point biserial value less than .50. The unique nature of the SC-Alt population may be one reason the item discrimination values are lower than expected. The population may provide inconsistencies in response patterns, relying on factors such as guessing to provide correct answers to the items.

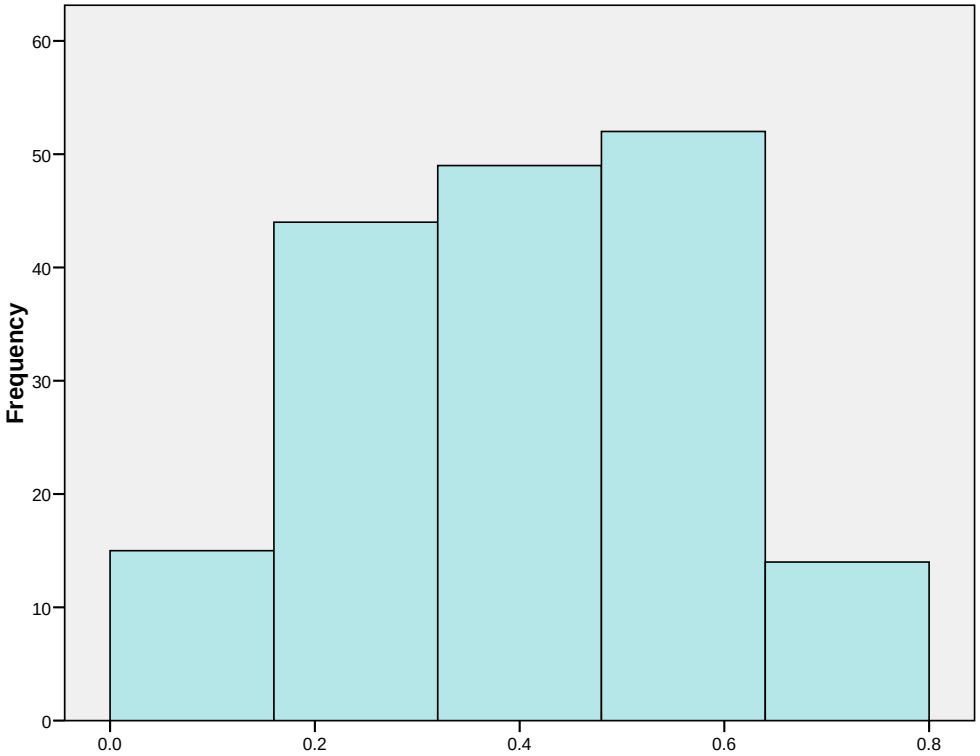

Figure 2. Histogram of Adjusted Point Biserial Values, SC-Alt Assessment, Science

Item point biserial values were reviewed to determine the number of items per form that were able to discriminate between students of high and low ability students, where r_{pb} was greater than or equal to .50. SC-Alt science items were discriminating between students of different ability levels. On the Elementary Form, 15 of the 58 items (26%) had a adjusted point biserial values greater than or equal to .50, 21 of 60 (35%) of Middle School items reported r_{pb} greater than or equal to .50, and 21 of 56 items (38%) on the High School form were above .50.

These values show that the SC-Alt Science test band increases, the test form is including a larger percentage of items which may be able to discriminate between higher and lower ability students.

Based on the point biserial values, the items are moderate in their ability to differentiate between students of higher and lower ability. While the items are not overly discriminating, part of the reason for this may be the population that the SC-Alt serves. Therefore, discrimination information is generally acceptable e given the requirements of the SC-Alt.

Table 4. Adjusted Point Biserial Values, SC-Alt Assessment, Science

Age Band	Number of Items	Mean r_{pb}	Standard Deviation	Minimum r_{pb}	Maximum r_{pb}
Elementary	58	.37	.18	.00	.73
Middle	60	.42	.15	.02	.71
High School	56	.40	.19	.00	.72

Section B: Summary of Item Response Theory Indices

IRT models are represented by statistical functions which relate person and item characteristics to the probability of choosing a correct item response. IRT uses a model based approach to: estimate item parameters, determine how well the data fit the model, and to investigate the psychometric properties of items and tests (Baker, 2001). A one-parameter IRT model, the Rasch model, was applied to the SC-Alt operational test data to obtain item parameters and fit information. Three IRT indices were included on the dataset: Infit and Outfit fit statistics, and Rasch item difficulty. Items were flagged if they exhibited differential performance for one subgroup compared to another. Items exhibiting differential item functioning (DIF) may be easier or more difficult for one demographic group compared to another, and should be examined to rule out the possibility that they may bias the test results.

A characteristic of the Rasch model is that all items are thought to have the same item discrimination, but varying levels of item difficulty. The difficulty parameter is defined as the point on the ability scale at which the probability of correct response to the item is .5, where the slope of the Rasch curve is at a maximum. Typical values are within the range –3 < = *difficulty* < = +3. (Baker, 2001). Item difficulty parameters can be interpreted relative to ability level. As stated in Baker (2001, p. 34-35) " an item whose difficulty is –1 functions among lower ability examinees while an item with a difficulty value of +1 does best to distinguish between examinees functioning at higher ability levels."
Both Infit and Outfit are fit statistics, which indicate in the Rasch context how accurately the data fit to the Rasch model. As stated by Bond & Fox (2001):

> Outfit statistics have more emphasis on unexpected responses far from a person's or item's measure. Infit statistics place more emphasis on unexpected responses near a person's or item's measure.

Stated another way by the Winsteps user's manual (Linacre, 2006, http://www.winsteps.com/winman/diagnosingmisfit.htm**)**

> Outfit measures are more sensitive to unexpected observations by persons on items that are relatively very easy or very hard for them (and vice-versa). Infit measures are more sensitive to unexpected patterns of observations by persons on items that are roughly targeted on them (and vice-versa).

Infit and outfit values can be reported as unstandardized values, standardized values, or mean square values. To be consistent with the infit/outfit item flag information, mean square values will be discussed. Mean square values are computed as the Rasch model chi-square statistic divided by its degrees of freedom (http://www.winsteps.com/winman/diagnosingmisfit.htm). Expected values for the mean squares should approximate 1.0. Values greater than 1 (underfit) indicate unmodeled noise or other source of variance in the data and may degrade measurement. Values less than 1 (overfit) indicate that the model predicts the data too well, and may cause summary statistics to report inflated values.

IRT Based Difficulty

Rasch item parameters provide a modern test theory perspective of item difficulty. Most difficulty values for the SC-Alt operational items are functioning slightly below the mean ability level of 0. The information shows that the items are functioning best for students with slightly lower than average ability levels in this population of students. The SC-Alt science Middle School form was slightly easier for students, as shown by the lowest mean difficulty value.

Difficulty values are negative for the SC-Alt science forms, meaning that the items function best with students who have lower than average ability. The mean difficulty over all forms was -.27. For each SC-Alt science form, most of the difficulty values were less than 0, where 0 is thought of as average ability. For the set of science item statistics, difficulty values appear to be within acceptable ranges. Standard deviation values suggest that the assessments included a reasonable range of item difficulties. Figure 3 illustrates the distribution of difficulty values across the set of SC-Alt items and Table 5 provides summary statistics across the SC-Alt science forms.

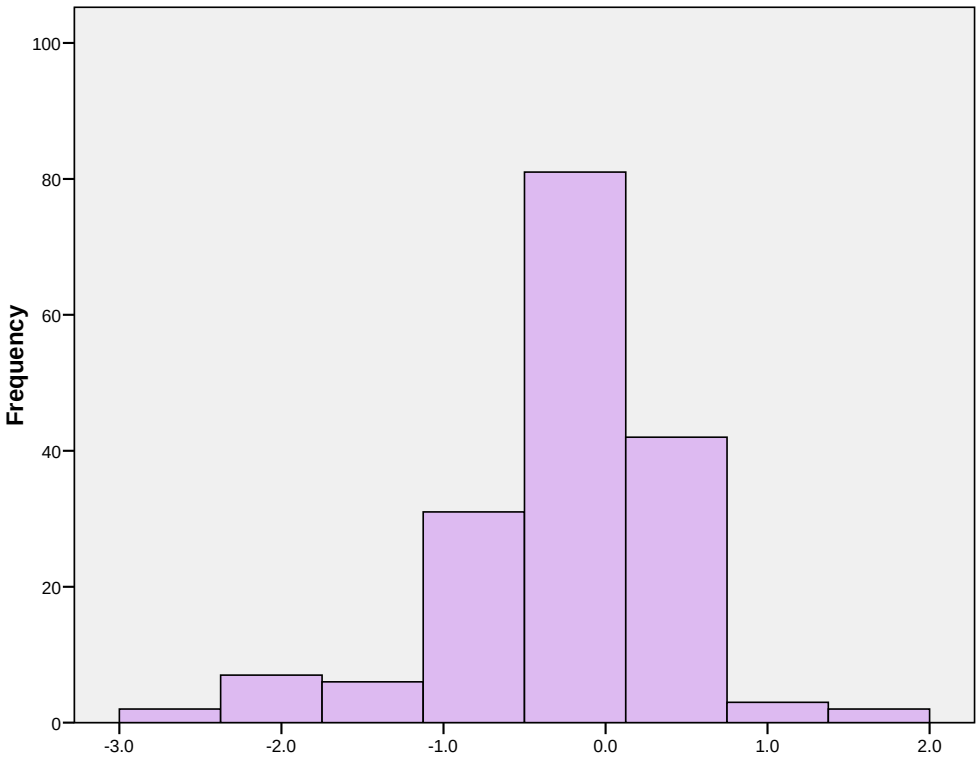

Figure 3. Histogram of IRT Difficulty Values, SC-Alt Science

Table 5. IRT Based Difficulty Values, SC-Alt Assessment, Science

Age Band	Number of Items	Mean Difficulty	Standard Deviation	Minimum Difficulty	Maximum Difficulty
Elementary	58	-.25	.66	-2.16	1.04
Middle	60	-.32	.62	-2.63	.60
High School	56	-.24	.70	-2.63	1.67

Infit and Outfit Measures

Table 6 provides the mean square values for infit and outfit. For both infit and outfit mean square values, mean values suggest adequate fit. All items appear to have average levels of infit/outfit close to the expected value of 1. This indicates that the Rasch model provides an acceptable fit to the operational test data for the SC-Alt science forms.

Table 6. Average Standardized Infit and Outfit Values, SC-Alt Assessment, Science

Operational Form and Age Band	Number of Items	Mean	Standard Deviation	Minimum	Maximum
Infit Measures					
Elementary	58	1.00	.15	.77	1.68
Middle	60	1.01	.14	.81	1.68
High School	56	.99	.15	.82	1.78
Outfit Measures					
Elementary	58	.98	.19	.69	1.78
Middle	60	.99	.21	.56	1.78
High School	56	.95	.24	.66	2.04

Differential Item Functioning

Items on the SC-Alt science tests were examined for differential item functioning (DIF). DIF analyses identify items that do not perform equally across subgroups of the SC-Alt population. Comparisons were made between sex groups (male and female students) and racial groups (Black and Caucasian students). If many items exhibit DIF, the test may give one group an unfair advantage (disadvantage) over other test takers. Here, DIF is discussed in general terms. Specific items that are exhibiting DIF are named in the Item Flags section.

For the SC-Alt science tests, five items reported differential item functioning at severe levels on the high school form. No items exhibiting DIF were found on the SC-Alt science Elementary form or Middle School form. For the items reporting DIF on the high school form, all five items yielded differential functioning depending on student race. These items could be reviewed for problems (such as content, wording, etc.) to try to eliminate DIF in future administrations of the high school form of the SC-Alt science assessment.

Item Flags

A flagged item suggests that the performance may be problematic and the item may need a closer inspection. Items were flagged by the SDE for a variety of performance indicators. While many flags could be noted, the six flags that were present in the SC-Alt dataset are described below. Descriptions of the item flags were taken from the SDE/AIR data codebook:

- Difficulty flags indicated items that were excessively hard ($p < .30$) or too easy ($p > .95$) (P);

- Point biserial flags for low biserial correlations ($r_{pb} < .20$) meaning that the item was not discriminating between students of higher and lower ability levels. (r_{pb});

- Differential item functioning (DIF) illustrates that an item may be easier or more difficult for one demographic group compared to another;

- Fit if infit <.7 or infit >1.3 or outfit <.7 or outfit >1.3 (FIT);

- Omit flags suggest that the item's omit rate is too large, i.e., >.05, meaning that roughly 5% of the students' omitted this item (OMIT);

- CRT (Constructed Response Test score) items were those flagged if the mean total test score of students in a score point category was lower than the mean total test score of students in the next lowest score point category. For example, if students who received 3 points on a constructed response item scored, on average, lower on the total test than students who received 2 points on the item, the item would be flagged. This situation may indicate that the scoring rubric is flawed.

For the SC-Alt science database, all item characteristics were examined. Items were flagged for violating one rule or a combination of the rules stated above.

Information concerning flagged items on the SC-Alt science tests is provided in Table 7. As the table shows, 46 out of 174 science items were flagged for various problems. Stated another way, 26% of the set of SC-Alt science items reported one or more item statistics outside of the stated bounds. The percent of items showing problems was 15 of 58 (26%) of items flagged on the elementary form, 10 of 60 (17%) of items flagged on the middle school form, 21 of 56 (38%) of items flagged on the high school form. The majority of flags were given for infit/outfit statistics being outside of stated boundaries (FIT) or low adjusted point biserial values (r_{pb}). The fit flags suggests that the model is not predicting the data accurately, where unmodeled variance may be present. This variance could be due to other sources such as individual student characteristics, disability type, or even student fatigue. Closer examination of the r_{pb} flags showed that the items were flagged for not being able to discriminate between higher and lower ability students. As stated earlier, the lower discrimination values may be related to the unique characteristics of the SC-Alt population.

Differential item functioning (DIF) is a more serious flag. As discussed earlier, five items exhibiting DIF were found on the high school SC-Alt science test. While DIF indicates differential performance, there are relatively few items out of the entire test that exhibit DIF. Also, it is noted that there are relatively few students in the entire SC-Alt population as compared to the mainstream population of students. Depending on the size of the subgroup, if high numbers of students from a subgroup have problems with an item, the small subgroup sample size could lead to misrepresentation of an item's performance.

Table 7. Item Flags, SC-Alt Assessment, Science

Grade Band	No. Of occurrences	Percent Flagged within Grade Band	Type of Flag(s)	Item numbers
Total Flags	**46**			
Elementary	15 (33%)			
	2	13%	Fit	14, 47
	7	47%	r_{pb}	27, 29, 30, 52, 53, 55, 56
	1	7%	Omit	6
	2	13%	CRT	42, 43
	1	7%	CRT & AB	57
	2	13%	CRT, AB, & Fit	50, 58
Middle	10 (22%)			
	4	40%	Fit	1 , 34, 35, 51
	4	40%	r_{pb}	53, 55, 58, 59
	2	20%	r_{pb}, CRT & Fit	52, 60
High School	21 (46%)			
	3	14%	Fit	1, 29, 39
	4	19%	r_{pb}	32, 48, 50, 56
	6	29%	r_{pb} & Fit	34, 49, 52, 53, 54, 55
	1	5%	DIF	2
	4	19%	DIF & Omit	8, 9, 15, 33
	3	14%	CRT	23, 46, 47

Section C: Estimates of Impact

To judge impact of the SC-Alt science test, the assessments should be able to categorize students into different ability levels, according to the amount of knowledge students possess in science. The SC-Alt assessment categorizes students into one of four achievement levels. The levels are named 1, 2, 3, and 4, where level 1 represents the lowest achievement level and level 4 represents the highest achievement level on the SC-Alt. The descriptions of the SC-Alt achievement levels were created by the SDE and AIR and provide a detailed assessment of student competencies and skills that students must demonstrate to be "graded" at a specific level of performance. Performance descriptors vary by content area and grade level band. While detailed information about the achievement level descriptors is provided in the SC-Alt Standard Setting Technical Report (AIR, September, 2007), a generic description of the achievement levels is provided in Table 9. The generic description shows the increasing performance and knowledge requirements for the science content increase as the achievement level increases from level 1 to 4.

Table 9. Generic Description of SC-Alt Assessment Achievement Levels

Level	Generic description of SC-Alt Assessment Achievement Levels
Level 1	Students performing at level 1 may demonstrate emerging academic skills and competencies in science.
Level 2	Students performing at level 2 demonstrate foundational academic skills and competencies in science.
Level 3	Students performing at level 3 demonstrate increasing academic skills and competencies in science.
Level 4	Students performing at level 4 demonstrate and apply academic skills and competencies in science.

AIR, under contract to the SC SDE, held a workshop to recommend performance standards for the SC-Alt assessments. The workshops were held June 25-27, 2007 and involved 105 educators and non-educators (e.g., parents, curriculum specialists) from across the state. The panel recommended standards to categorize students into levels 2, 3, and 4 on the SC-Alt assessments. The standards were translated into cut points on the SC-Alt tests by AIR.

Using the information from the cut scores, it is of interest to estimate the impact of the SC-Alt assessments by evaluating average student ability estimates for the SC-Alt science assessment. The information provided in Table 10 was taken directly from AIR technical documentation (AIR 2007, 2008). Here, the estimate for the ability is the value identified in the standard setting report to be the ability level necessary for a student to have a 50% chance of success. Impact results for the spring 2007 administration of the SC-Alt have not yet been published by the SDE. The information presented in Table 10 allow for an initial investigation of impact; however, additional impact data may be examined and evaluated at a future date.

Table 10 shows the range of ability estimates for each performance level on the SC-Alt Science test. Ability estimates range from negative infinity to positive infinity, thus no minimum for level 1 and maximum for level 4 are needed in the table. As expected, the higher the

performance level, the higher the students' estimated ability. For the 6-8 and grade 10 bands, ability estimates were lower than average (i.e., ability = 0) for the lowest performance level, level 1; for the 3-5 grade band, the estimated ability level was only slightly below the average. As provided from the AIR documentation (April, 2008), most students were classified into the highest level. Overall, the SC-Alt ability estimates appears to be within adequate ranges and the categorization of students into different performance levels allows for differentiation of students at different ability levels; however, we may want to evaluate the cut points to make sure that the standardized test distributes students more evenly across the four levels.

Table 10. Estimates of Impact by Grade Range, SC Alt Science Assessment

Science Grade Band	Level	Cut Scale Score	Percentage in Level	Ability Estimate
Grade 3-5	Level 1	—	19.8 %	*
	Level 2	430	18.2 %	-0.73
	Level 3	469	17.5 %	-0.08
	Level 4	496	44.5 %	0.56
Grade 6-8	Level 1	—	22.1 %	*
	Level 2	447	18.5 %	-0.36
	Level 3	489	15.3 %	0.34
	Level 4	514	44.0 %	1.00
Grade 10	Level 1	—	25.3 %	*
	Level 2	463	25.0 %	-0.46
	Level 3	506	16.1 %	0.12
	Level 4	535	33.6 %	1.05

Notes: No cut score is needed to categorize students into Level 1.

Summary and Recommendations

This report summarizes the results from the spring 2007 operational administration of the South Carolina Alternative Assessment (SC-Alt) in the area of science. The SC-Alt is geared towards students with cognitive deficiencies who are unable to take the regular state assessments, even with modifications. The Education Oversight Committee (EOC) supported the current study as part of its responsibilities listed in the Education Accountability Act of 1988. This study reviewed item and form data from the Science form administered spring 2007. Test information was presented for three age bands: Elementary (3-5), Middle school (6-8) and High School (10). Indices of Classical Test Theory (CTT) and Item Response Theory (IRT) were interpreted by age band. Based on the results, the following evaluations and recommendations are provided.

A strength of the SC-Alt assessment battery is the interrelationship between the components of the assessment system. The SC-Alt tests were revised to include performance tasks, which were thought to better estimate the knowledge and ability of students with significant cognitive disabilities. Also, multiple sources of evidence collected over a long period of time are evaluated to determine if a student is eligible for the SC-Alt instead of the state's mainstream testing program. Using a variety of evidence collected from multiple sources helps ensure that students in need of the alternative program are eligible for the assessment. This helps to provide an accurate reflection of the population of cognitively disabled students across the state. Finally, the standardized training given to test administrators for student placement on the test and scoring of responses helps to ensure that the scores obtained from the SC-Alt are valid measures of student ability and can be trusted to make inferences of student ability.

Overall, the SC-Alt science test appears to be functioning adequately for the three different grade bands studied. It was noted that the sample size used to calculate CTT and IRT statistics with the high school test (Grade 10) was lower than the sample sized used in the other two tests. However, the SC-Alt population is a special needs population where relatively few students across the state fall into this category (estimate of .5% of SC public school students).

The SC-Alt science test generally reported CTT and IRT item statistics which were within acceptable ranges. The Student Placement Questionnaire helps ensure that students gain an optimal starting place to measure their content knowledge. Both CTT and IRT estimates of difficulty reported that the test was performing adequately; for a given form, students answered approximately 60% of items correctly. One note was that the test was not overly discriminating as seen by lower adjusted point biserial values. The information suggests that the test is not maximally discriminating between students of higher and lower abilities; however, this may be acceptable given the requirements of the SC-Alt testing program.

In terms of item performance, roughly 26% of the total SC-Alt science items were flagged due to problematic item statistics. At the elementary and middle school levels, the majority of flags were given for fit statistics out of bounds and low discrimination values. There were no items on these forms exhibiting problems due to differential item functioning (DIF) between subgroups.

The high school form of the SC-Alt science test did show five items that illustrated DIF. In the future, these items may be investigated further to ensure that items do not function differently for subgroups of students. If the items are continually problematic, these items may

be reviewed to see if wording problems are apparent or if increasing item clarity may improve item performance.

The assessment of impact showed that the estimates of student ability were generally as expected where students in lower performance levels yielded lower ability estimates. The percentage of students classified into each performance level (i.e., level 1 through level 4) shows that most students are classified into the highest level, Level 4, of the SC-Alt. It is noted that the impact data were taken from two technical documents provided from AIR. Future investigations may conduct a thorough review of impact by investigating ability estimates by performance level and review of the grading rubrics used to categorize student performance.

In summary, the technical information suggested that the SC-Alt science form is performing acceptably. It is suggested that items showing DIF for the high school grade band and performance rubrics be reviewed using data from future operational administrations. Overall, the SC-Alt science test appears to perform effectively to assess South Carolina's students with significant cognitive disabilities.

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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 9, 2008

REPORT/RECOMMENDATION
Mathematics Academic Standards Review

PURPOSE/AUTHORITY
Section 59-18-360 of the Education Accountability Act requires the State Board of Education, in consultation with the Education Oversight Committee, to conduct a cyclical review of the state standards in the four academic areas by the year 2005 and at least every seven years thereafter. The review was conducted in the spring of 2006, and a new set of mathematics academic standards was approved in the spring of 2007. A recent report from the National Mathematics Advisory Panel issued on March 13, 2008 prompted the South Carolina Department of Education (SCDE) to conduct this special review of the recently adopted standards.

CRITICAL FACTS
This review of the standards is being conducted to ensure that there is consistency between the National Mathematics Advisory Panel report issued on March 13, 2008 and the South Carolina Mathematics Academic Standards adopted in 2007.

TIMELINE/REVIEW PROCESS
Review Process begins in May 2008. The review will be completed by the end October 2008 with any recommendations for changes to the existing standards and/or professional development opportunities presented in a report released in November 2008.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact

Fund/Source:

ACTION REQUEST

___**For approval** **X For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

Report on the Plan for Review of the 2007 National Math Panel Findings

On March 13, 2008, the National Mathematics Advisory Panel (NMAP) presented its final report, Foundations for Success: Report of the National Mathematics Advisory Panel to the President of the United States and the Secretary of Education. Created in 2006 by an executive order of President Bush, the NMAP was charged to examine and summarize the scientific evidence related to the teaching and learning of mathematics, with a specific focus on preparation for and success in learning algebra. The NMAP also analyzed what must be developed in pre-K through grade 8 and identified a set of Critical Foundations and accompanying Benchmarks as essential prerequisites for algebra. Finally, the report identifies the major topics that constitute an "authentic" algebra program and recommends that states' standards for the Algebra 1 and 2 courses include appropriate coverage of these major topics.

To ensure consistency with the NMAP report and the quality of the South Carolina Mathematics Academic Standards, the South Carolina Department of Education Department (SCDE) in collaboration with the Mathematics and Science Regional Centers, proposes to convene the South Carolina Mathematics Panel (SCMP), which will accomplish the following:

1. compare the grade level expectations for student learning in mathematics detailed in the national report with the state standards and indicators,
2. develop a draft report,
3. disseminate the information statewide,
4. gather input from the field,
5. write a final report concerning the findings, and
6. develop a professional development plan to strengthen the teaching of mathematics in South Carolina and thereby improve student achievement.

May and June, 2008

- Share the plan for the review of Report on the Plan for Review of the 2007 National Math Panel Findings with the Standards, Learning, and Accountability Committee of the State Board of Education (SBE); SBE; Academic Standards and Assessment Committee of the Education Oversight Committee (EOC); and the EOC.

- Appoint an outside facilitator and SCDE leadership team, including representatives from the Mathematics and Science Regional Centers, to

    1. review the NMAP report,

    2. study national perspectives on the NMAP report recommendations by reviewing expert analyses of the report and attending national meetings that provide related information sessions,

3. develop an overview of the NMAP report for distribution throughout the state, and

4. prepare and finalize the plan for stakeholder involvement in the review of the state math standards and focus areas of the NMAP report.

June 2008

Based on recommendations from professional organizations/groups (listed), college and universities, SBE, SCDE staff, and school districts the South Carolina Mathematics Panel (SCMP) will be formed but not limited to, the following representatives, to ensure that all stakeholders are included:

- 1 representative from by the South Carolina Leaders of Mathematics Education (SCLME) organization
- 1 representative from by the South Carolina Council of Teachers of Mathematics
- 2 representatives from higher education (one public college or university/one private college or university)
- 2 superintendents (South Carolina Associations of School Administrators, SCASA)
- 2 members of the Instructional Leaders Roundtable (SCASA
- 2 district math supervisors
- 4 grades K–2 mathematics teachers
- 4 grades 3–5 mathematics teachers
- 4 grades 6–8 mathematics teachers
- 4 high school algebra teachers
- 1 elementary mathematics coach from the cadre of coaches participating in the Mathematics and Science Unit Coaching Initiative
- 1 middle school mathematics coach from the cadre of coaches participating in the South Carolina Coalition of Science and Mathematics iCoaching Initiative
- 2 math specialists from the Regional Mathematics and Science Centers (1 elementary/1 middle and high school)
- 2 coordinators from the Mathematics and Science Regional Centers
- 1 SCDE representative

- 1 SBE representative
- 1 EOC representative

July 2008

Convene the SCMP with the following charge:

- Write a preliminary report based on a comparison between the recommendations of the NMAP and the *South Carolina Academic Mathematics Standards 2007*.
- Plan and finalize schedule a series of regional and state meetings for the purposes of sharing the preliminary report and gathering input from the broader education constituency. Each Mathematics and Science Regional Center will host a meeting and sessions will be held at all state mathematics conferences.

August 2008

Share the preliminary report based on a comparison between the recommendations of the NMAP and the *South Carolina Academic Mathematics Standards 2007* with the SBE, senior SCDE staff, EOC, and State Mathematics Textbook Adoption Panel.

September—November 2008

Conduct regional sessions about the NMAP report and its comparison with the South Carolina mathematics standards, processes, and professional development opportunities.

- The sessions will build awareness of the NMAP report and its implications for South Carolina and elicit input from the attendees.
- At a minimum, sessions will be held in each of the regions represented by the Mathematics and Science Regional Centers and at the following state meetings and conferences: SC Algebra Project (June 9–13, 16–20, 2008); SC Council of Teachers of Mathematics (October 30–31, 2008); and SC Leaders in Mathematics Education (November 13–14, 2008).

December 2008

Write a final report including recommendations for presentation to the SBE and EOC.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 9, 2008

REPORT/RECOMMENDATION

EOC Activities Regarding Adoption of New PACT Replacement Assessment and Modification of School and District Rating System

PURPOSE/AUTHORITY

Sections 59-18-300, 59-18-310(A), 59-18-310(B), 59-18-320(A),59-18-320(D), 59-18-360, and 59-18-370 establish the state assessment system and assessments, including reviews of assessments for quality and reporting of student results;
Sections 59-18-900(A), 59-18-900(B), 59-18-900(E), and 59-18-910 establish the school and district ratings and report cards;
Section 59-18-1100 establishes the Palmetto Gold and Silver Awards;
Section 59-18-1560 calls for the development of the public school assistance fund.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

ECONOMIC IMPACT

Cost: Absorbed in EOC operating budget

Fund/Source:

ACTION REQUEST

☐ **For approval**

☒ **For information**

ACTION TAKEN

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

Implementation of Changes to the Education Accountability Act
As Proposed in H4662, focusing on a 2009 implementation

Code Citation	Administrative Tasks		Decisions	
	SCDE	Division of Accountability	SBE/SCDE	EOC/Accountability Division
59-18-300 The SBE is directed. . . 59-18-320(D) adopted by SBE, through Dept of Education. . .advice and consent of EOC 59-18-360""SBE, in consultation with EOC and after approval of EOC"			May 2008 SBE approves ELA content standards	April 2008 EOC approves ELA content standards
59-18-310 (A) and (B) The SBE, through the Dept. of Education	May 2008 Field test items in reading, math, science and social studies			
59-18-310 (A) and (B) The SBE, through the Dept. of Education 9-18-900(A) The EOC working with the SBE and (B) The oversight committee	July-December 2008 Through contractor develop 2009 item pool	July-December Coordinate development of report card format revisions And focus groups on student performance levels, school ratings and		
59-18-370 The Department of Education, working with the accountability division	---------- Establish format for assessment results			
59-18-900 (A) The SBE, through the Dept. of Education 59-18-320 (A) The EOC		January-2009 Develop proposed format for report card and website Conduct alignment studies of items in 2008 and 2009 pool		
59-18-320 (A) The EOC.		February –March 2009 Administrative report on alignment provided to SDE		February 2009 Approve format for report card

Code Citation	Administrative Tasks		Decisions	
	SCDE	Division of Accountability	SBE/SCDE	EOC/Accountability Division
59-18-310 (A) and (B) The SBE, through the Dept. of Education	March 2009 Administer writing field test			
59-18-310 (A) and (B) The SBE, through the Dept. of Education	May 2009 Field test items in reading, math, science and social studies			
59-18-320 (A) The EOC	June-July Contractor provides item statistics to EOC	June –July Advisory group reviews statistics and develops recommendations		
59-18-320 (A) The EOC	August 2009 SDE responds to recommendations			August 2009- recommendations issued to SDE on tests
59-18-900 (B) The oversight committee, working with the SBE		August 2009 EOC convenes groups to establish student performance levels		September 2009 EOC approves tests EOC sets student performance levels
59-18-370 The Dept. of Education	October 2009 SDE provides schools student score reports	October 2009 EOC uses student scores to simulate school and district ratings		
59-18-900 (B) The oversight committee		November 2009 EOC conducts public hearings		December 2009 EOC sets school and district performance criteria
59-18-1100 The SBE, working with the division and the Dept. of Education . . .criteria established by division	December 2009 SCDE revises criteria for Palmetto Gold and Silver Awards	Develop criteria for Palmetto Gold and Silver	---------- SBE approves criteria for Palmetto Gold and Silver awards	
59-18-900 (E)	January 2010 SDE completes report card calculations and issues report cards as soon as printed			
Long-term Projects				
59-18-1560: Development of Public School Assistance Fund The Board and the EOC				
59-18-910 Cyclical Review of Accountability System The EOC, working with SBE and others				

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 9, 2008

INFORMATION
The EOC is charged with monitoring the effectiveness of the alternative technical assistance program.

PURPOSE/AUTHORITY
Through the 2005-2006 General Appropriations Act, South Carolina's General Assembly authorized exceptions to the state-defined technical assistance to underperforming schools. In lieu of the assignment of teacher specialists and other state identified personnel, schools were able to apply to become Alternative Technical Assistance (ATA) schools and receive between $100,000 and $300,000 "for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity." The provision also directs the Education Oversight Committee (EOC) to "monitor the effectiveness of the alternative technical assistance program." Schools participating in the alternative program are expected to make progress as any other school.

CRITICAL FACTS
Eleven schools applied for ATA funding in 2005. Seven applications were approved by the South Carolina Department of Education (SCDE), however only five of the seven schools accepted funding under ATA instead of the state-defined model of technical assistance. Of the five, four schools modeled their reform efforts based on the Milken Family Foundation's Teacher Advancement Program (TAP) while the remaining school chose a ninth grade academy reform. The following are the five 2005-2006 ATA schools with their approved, research-based, reform models:

District	School	Model/Program
Beaufort	Whale Branch Middle	TAP
Darlington	Spaulding Elementary	TAP
Darlington	West Hartsville Elementary	TAP
Laurens 56	M.S. Bailey Elementary	TAP
Orangeburg 3	Lake Marion High	Ninth Grade Academy

TIMELINE/REVIEW PROCESS
A descriptive report on the schools was provided in June 2006 to the EOC and SCDE, with subsequent reports planned following two and three years of operation to determine academic progress and impact on school and student performance.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Interim Report

Alternative Technical Assistance

May 2008

Introduction

Through the 2005-2006 General Appropriations Act, South Carolina's General Assembly authorized exceptions to the state-defined technical assistance to underperforming schools. In lieu of the assignment of teacher specialists and other state identified personnel, schools were able to apply to become Alternative Technical Assistance (ATA) schools and receive between $100,000 and $300,000 "for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity." The provision also directs the Education Oversight Committee (EOC) to "monitor the effectiveness of the alternative technical assistance program." Schools participating in the alternative program are expected to make progress as any other school.

Eleven schools applied for ATA funding. Seven applications were approved by the South Carolina Department of Education (SCDE), however only five of the seven schools accepted funding under ATA instead of the state-defined model of technical assistance. Of the five, four schools modeled their reform efforts based on the Milken Family Foundation's Teacher Advancement Program (TAP) while the remaining school chose a ninth grade academy reform. The following are the five 2005-2006 ATA schools with their approved, research-based, reform models:

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Laurens 56	M.S. Bailey Elementary	TAP
Orangeburg 3	Lake Marion High	Ninth Grade Academy

A descriptive report on the schools was provided in June 2006 to the EOC and SCDE, with subsequent reports planned following two and three years of operation to determine academic progress and impact on school and student performance.

Technical Assistance Funding

Over the past three years, the schools have been allocated technical assistance funding as detailed below:

School	2005-2006	2006-2007	2007-2008
Whale Branch Middle	$125,400	$125,400	$125,400
Spaulding Elementary	100,000	100,000	100,000
West Hartsville Elementary	109,200	109,200	109,200
M.S. Bailey Elementary[1]		100,000	100,000
Lake Marion High	300,000	300,000	300,000

Teacher Advancement Program Schools

[1] MS Bailey closed at the beginning of the 2007-2008 fiscal year as an elementary school. The students were transferred to Clinton Elementary, a school rated Below Average, $51,985 was added to the technical assistance funds for Clinton Elementary.

The Teacher Advancement Program (TAP) was developed by the Milken Family Foundation to promote changes in the structure of the teaching profession through incorporation of four critical elements: (1) multiple career paths which allow teacher to pursue a variety of positions throughout their careers; (2) on-going applied professional growth focusing on the identified needs drawn from the instructional issues in the setting; (3) instructionally focused accountability for adherence to standards of practice and student academic growth and (4) performance-based compensation.

At the time the four ATA schools entered the TAP program, approximately twenty schools in South Carolina were using the TAP system to improve the schools. Today there are 40 TAP schools. The TAP program is administered through a $34 million federal grant to the South Carolina Department of Education (SCDE) focusing on teacher incentives.

The overall performance history of the ATA-TAP schools is displayed below:

Table 1
Absolute Performance Measures for ATA-TAP Schools
2005-2007

School	2005 Absolute Rating		2006 Absolute Rating		2007 Absolute Rating	
	Index	Rating	Index	Rating	Index	Rating
Whale Branch Middle	2.5	Below Average	2.3	Unsatisfactory	2.3	Unsatisfactory
Spaulding	2.3	Unsatisfactory	2.5	Below Average	2.7	Below Average
West Hartsville	2.6	Below Average	2.6	Below Average	2.8	Below Average
MS Bailey	2.6	Below Average	2.6	Below Average	2.3	Unsatisfactory

Source: Annual School Report Cards, 2005, 2006, 2007. South Carolina Department of Education.

The performance of students on the Palmetto Achievement Challenge Tests is examined across the three years to deepen understanding beyond the indices and ratings designations shown above.

Table 2
ATA-TAP Schools Performance on Palmetto Achievement Challenge Tests
2005-2007

School/year	English Language Arts		Mathematics		Science		Social Studies	
	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above
Whale Branch 05	44.2	15.8	49.9	18.2	60.1	10.2	44.9	14.9
Whale Branch 06	46.7	14.8	47.1	14.4	67.8	3.9	53.7	7.9
Whale Branch 07	50.6	13.8	54.8	11.9	60.6	12.9	50.7	10

School/year	English Language Arts		Mathematics		Science		Social Studies	
	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above
Spaulding 05	61	10.8	47.5	11.6	78.5	5.3	50.2	6.2
Spaulding 06	35.8	14.7	43.2	13.7	73.8	6.6	45.6	11.3
Spaulding 07	36.8	22.4	35.1	17.4	49.6	15.8	37.4	19.4
West Hartsville 05	46.7	16.4	38.9	18.5	63.1	12.4	59.1	9.3
West Hartsville 06	37.1	18.3	34.2	26.1	60.3	15	51.5	15.6
West Hartsville 07	35.5	20.5	28.5	18.3	43.8	30.8	39.3	17.3
MS Bailey 05	45.5	18.8	29.5	14.3	52.7	11.6	46.4	3.6
MS Bailey 06	46.2	2.7	32.1	17	56.6	11.3	45.3	10.4
MS Bailey 07	38.1	15.5	40.8	14.3	67.2	6.5	44.4	7.9

Note: Scores percentages are taken from No Child Left Behind performance reports published on the annual school report cards.

The data displayed in Table 2 are shaded in color to represent improvements in performance over the prior academic year; that is, a reduction in the percentage of students scoring below basic and an increase in the percentage of students scoring proficient and advanced are deemed improvements and shaded green. In contrast, increases in the percentage of students scoring below basic and decreases in the percentage of students scoring proficient and advanced are deemed declines and shaded red.

The two elementary schools in the Darlington County School District are outperforming the two other ATA-TAP schools, as measured by student performance generally (percentages of students by category) and as determined by improvements over the prior academic year. In 2007 Whale Branch Middle performed lower than the school had performed in 2005. M. S. Bailey Elementary closed as an elementary school at the end of the 2007 school year; the school is now a special center for four-year-olds.

The annual school and district report card system incorporate information on programs, resources, teacher qualifications to enable examination of the elements that may contribute to or detract from performance, including teacher, student and parent satisfactions levels with the learning environment, the social and physical environment and home-school relations. The 2007 school profile information for each of the schools is provided in Appendix A. Changes over the previous year and comparisons to the

median elementary or middle school contribute to our knowledge of the context in which the programs are operating.

Whale Branch Middle School profile data indicate relative stability in many aspects of the program compared to the previous year, with the exception of a new principal. Data on those factors associated with higher achievement indicate challenges greater than the typical middle school, despite significantly more funds expended per pupil. Teacher satisfaction declined in 2007 on each of the three dimensions as did parent satisfaction with the learning environment.

When compared either to 2006 or to median elementary schools, M. S. Bailey Elementary School data point to several organizational challenges. The school had a new principal. Teacher attendance rates, the three-year average proportion of teachers returning from the previous year, and days dedicated to professional development all declined. The school expended 24 percent more dollars than it had in the previous year yet spent a much smaller proportion on teacher salaries and instruction. Teachers and students reported higher satisfaction levels with learning and social-physical environments in 2007 than they did in 2006; parents and teachers also expressed greater satisfaction with home school relations.

The two elementary schools in Darlington County School District exhibit similar traits when the profile information is examined. While each has a relatively new teacher corps (evident in advanced degrees, continuing contract status, salaries and returning from the previous year), each is led by a principal who has been at the school for four years. These two schools spend far less per pupil than Whale Branch Middle School and M. S. Bailey Elementary School; however, substantially larger proportion of those dollars is spent on teacher salaries and instruction. Teachers, students and parents at West Hartsville Elementary expressed higher levels of satisfaction on almost every factor; at Spaulding Elementary teachers and parents expressed higher satisfaction although there were slight declines in student satisfaction. Spaulding Elementary School received a Palmetto Silver Award in 2006; West Hartsville Elementary School received a Palmetto Silver Award in 2007.

Ninth Grade Academy

Lake Marion High School (LMHS) in Orangeburg School District Three serves students living in the attendance areas previously served by Holly Hill-Roberts High School and Elloree High School. LMHS was constituted as a new school during the 2004-2005 school year and moved into a new campus in August 2005. The first report card was issued in November 2005. Because the high school ratings data accumulate over a longer period of time, LMHS did not receive a rating until 2007.

LMHS is using a ninth grade academy model. The program is designed to ensure a successful transition from middle school to high school through the use of smaller learning communities, supplementary experiences and greater student-parent-school interaction. Using the freshman class of 2005-2006 as the first “freshman academy class”, we anticipate the students graduating in spring 2009.

In 2005, 2006 and 2007 high schools were rated on four factors: passage rate for first-attempt takers of the High School Assessment Program (HSAP); longitudinal HSAP passage rates; eligibility for LIFE scholarships and the four-year on-time graduation rate.

Beginning in 2008 student performance on the end-of-course assessments replaced the LIFE scholarship criterion. While no rating has been calculated LMHS performance on these factors is show below:

Factor	2005	2006	2007
1st attempt HSAP	55.10 %	60.3 %	62.8 %
HSAP longitudinal	na	na	80.9
LIFE Scholarship	1.8 %	0	na
End-of-course passage		43.9 %	54.6 %
On-time Graduation Rate	na	na	56.8 %

These data suggest that the school is progressively more successful over time. Examinations of the performance of schools similar in student population (i.e., with similar levels of student poverty) indicates that LMHS is outperforming her peers on the end-of-course assessments but slightly underperforming on the other factors.

The school profile data often provide a context to understand the outcome data. The school has been led by the same principal for 3.5 years; the percentage of teachers on provisional or emergency contracts has declined as has the percentage of students older than usual for grade. In contrast to the four elementary schools, LMHS spent fewer dollars per student in 2006-2007 than it did in previous years. Over half of these dollars (52 percent) were spent on teacher salaries within an overall instructional expenditure percentage of 61 percent which is similar to the Darlington County School District TAP-ATA schools. The report card information demonstrates dramatic gains in satisfaction between 2005 and 2006 with increases in teacher satisfaction continuing into 2007.

Summary

Of the five schools participating in the Alternative Technical Assistance three are demonstrating strong progress, either evident in overall performance measures or in the factors represented on the school profile. One school, M. S. Bailey Elementary School, has been restructured as an early childhood center. Whale Branch Middle School continues in the technical assistance program. The schools utilizing TAP-ATA as the technical assistance model must begin to plan for continuation of the system when state funds are no longer available.

Appendix A

School Profile Pages from 2007 Annual School and District Report Cards

Whale Branch Middle

2009 Trask Parkway
Seabrook, South Carolina 29906

Grades	6–8 Middle School	
Enrollment	359 Students	
Principal	Bill Payne	843-466-3000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	**Unsatisfactory**	**Below Average**
2006	Unsatisfactory	Below Average
2005	Below Average	Below Average
2004	Below Average	Average
2003	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

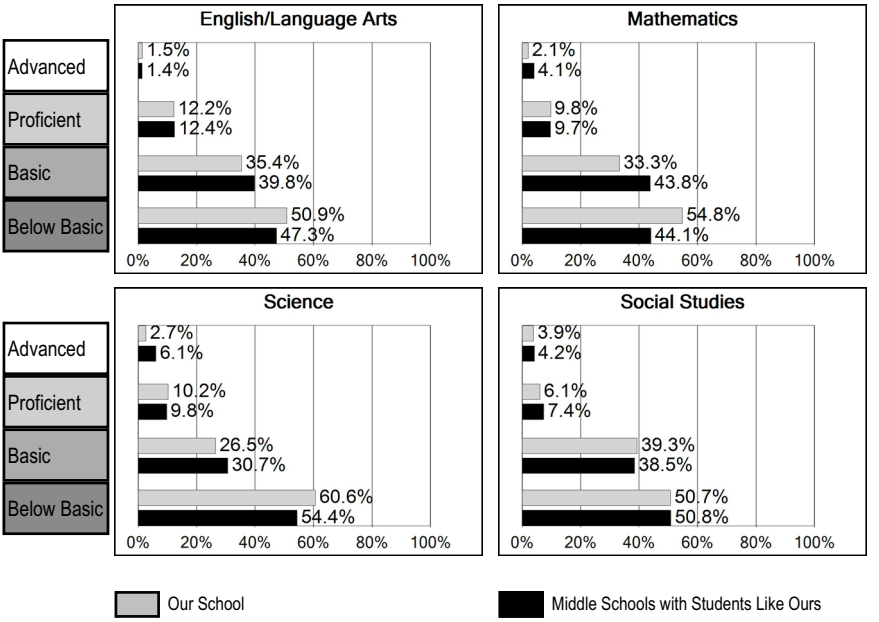
Percent of students tested in 2006−07 whose 2005−06 test scores were located.	93.8%

ABSOLUTE RATING OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	16	35

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Middle Schools with Students Like Ours are middle schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	86.9
English 1	78.9	76.5
Physical Science	N/A	25.6
All Tests	86.2	80.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 359)				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Down from 10.9%	12.9%	18.2%
Retention rate	1.8%	Down from 5.2%	4.1%	2.2%
Attendance rate	93.8%	Down from 96.0%	95.3%	95.7%
Eligible for gifted and talented	13.1%	Up from 9.0%	9.0%	14.6%
With disabilities other than speech	14.1%	Down from 16.5%	13.1%	11.7%
Older than usual for grade	5.0%	Down from 8.6%	3.5%	2.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 13.3%	1.1%	0.7%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Down from 51.4%	51.5%	53.6%
Continuing contract teachers	63.3%		66.0%	73.3%
Teachers with emergency or provisional certificates	4.0%	Down from 6.5%	9.1%	5.0%
Teachers returning from previous year	70.8%	Down from 76.3%	77.1%	83.3%
Teacher attendance rate	93.2%	Up from 91.3%	94.8%	95.1%
Average teacher salary	$45,386	Up 4.0%	$42,349	$43,485
Prof. development days/teacher	9.7 days	Down from 12.4 days	12.3 days	12.4 days
School				
Principal's years at school	1.0	No change	2.3	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 16.9 to 1	18.6 to 1	20.5 to 1
Prime instructional time	84.4%	Up from 83.0%	88.5%	89.3%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.9%	97.3%	97.7%
Character development	Good	No change	Good	Good
Dollars spent per pupil*	$9,440	Down 4.6%	$7,847	$6,602
Percent of expenditures for instruction*	63.0%	Down from 66.2%	62.1%	64.8%
Percent of expenditures for teacher salaries*	60.1%	Up from 59.2%	56.4%	60.0%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Several initiatives were put in place during the 2006-2007 year and made a positive impact on student achievement. The initiatives addressed teacher morale, parent participation, promotion rate, and communication between the school and community.

Standardized and school-wide testing data is continually used to identify student strengths and weaknesses and to evaluate the effectiveness of initiatives and programs. We maintain single-gender classes in sixth and seventh grade and track student progress. We identified cluster goals, methods and strategies to assist students who score below basic.

Pride continues to escalate at Whale Branch Middle School. Parent involvement is on the rise in curricular as will as extra-curricular activities.

Students have improved their writing skills. Many students entered the DAR (Daughters of the American Revolution) essay contest. Three students won first place honors in the county and district contest. Two students were second and third place district winners.

We also celebrated success among our staff by having one teacher achieve National Board Certification.

We are proud of our arts integration/infusion program, and WBMS has been awarded an arts integration grant for 2007-2008.

The quality of professional development at WBMS has been enhanced through the second year of involvement in the Teacher Advancement Program (TAP). The impact is noted in student achievement and quality of instruction.

With a total commitment by all WBMS staff, parents, and community supporters, we believe improvements will continue, and Whale Branch Middle School will live up to its motto....."Where Bright Minds Soar".

Bill Payne, Principal
Marilyn Fields, SIC Co-Chair
Cynthia Perry, SIC Co-Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	119	40
Percent satisfied with learning environment	62.5%	76.5%	71.1%
Percent satisfied with social and physical environment	62.5%	82.2%	65.0%
Percent satisfied with school−home relations	33.3%	84.9%	73.7%

*Only students at the highest middle school grade level at this school and their parents were included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS	NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.5%	0.0%	No
Student attendance	93.8%	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	374	98.9	50.6	35.6	12.3	1.5	20.7	44.5	46.8	No	Yes
Gender											
Male	224	98.2	56.4	33.3	9.7	0.5	16.9	37.2	40.1	N/A	N/A
Female	150	100.0	42.4	38.8	15.8	2.9	25.9	52.4	53.8	N/A	N/A
Racial/Ethnic Group											
White	45	100.0	21.1	47.4	31.6	0.0	52.6	62.4	58.7	I/S	Yes
African American	318	98.7	54.4	34.5	9.8	1.4	16.4	27.6	30.3	No	Yes
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	70.8	69.0	I/S	I/S
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.4	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.9	45.8	I/S	I/S
Disability Status											
Disabled	55	98.2	91.1	8.9	0.0	0.0	4.4	13.9	15.9	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	100.0	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.1	33.1	I/S	I/S
Socio-Economic Status											
Subsidized meals	304	99.0	53.3	34.7	10.6	1.5	18.6	29.0	32.3	No	Yes
Mathematics – State Performance Objective = 36.7%											
All Students	372	100.0	54.8	33.3	9.8	2.1	18.8	29.0	32.3	No	Yes
Gender											
Male	222	100.0	56.3	34.0	7.1	2.5	16.8	29.0	32.3	N/A	N/A
Female	150	100.0	52.5	32.4	13.7	1.4	21.6	29.0	32.3	N/A	N/A
Racial/Ethnic Group											
White	45	100.0	28.9	50.0	18.4	2.6	36.8	29.0	32.3	I/S	Yes
African American	316	100.0	58.5	31.1	8.3	2.1	15.9	29.0	32.3	No	Yes
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
Disability Status											
Disabled	55	100.0	95.7	2.2	2.2	0.0	2.2	29.0	32.3	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	N/A	N/A
English Proficiency											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
Socio-Economic Status											
Subsidized meals	302	100.0	57.5	32.4	8.7	1.5	16.0	29.0	32.3	No	Yes

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	252	99.2	60.6	26.5	10.2	2.7	12.8	25.0	33.0	93.8	96.0
Gender											
Male	154	99.4	61.9	25.2	9.4	3.6	12.9	27.0	34.0	93.0	95.8
Female	98	99.0	58.6	28.7	11.5	1.1	12.6	24.0	31.0	95.0	96.1
Racial/Ethnic Group											
White	28	100.0	28.0	28.0	32.0	12.0	44.0	41.0	45.0	93.9	95.9
African American	218	99.1	64.8	26.0	7.7	1.5	9.2	11.0	15.0	93.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	39.0	55.0	N/A	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	11.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	46.0	33.0	N/A	96.8
Disability Status											
Disabled	35	97.1	89.3	7.1	0.0	3.6	3.6	11.0	13.0	92.9	95.0
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
English Proficiency											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	8.0	21.0	N/A	96.4
Socio-Economic Status											
Subsidized meals	204	99.0	63.4	26.8	7.7	2.2	9.8	13.0	19.0	93.4	95.6
Social Studies											
All Students	250	100.0	50.7	39.3	6.1	3.9	10.0	25.0	30.0	93.8	96.0
Gender											
Male	146	100.0	53.8	33.8	8.5	3.8	12.3	27.0	32.0	93.0	95.8
Female	104	100.0	46.5	46.5	3.0	4.0	7.1	24.0	28.0	95.0	96.1
Racial/Ethnic Group											
White	29	100.0	20.8	45.8	12.5	20.8	33.3	39.0	40.0	93.9	95.9
African American	214	100.0	55.1	38.4	5.1	1.5	6.6	11.0	16.0	93.8	95.9
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	48.0	54.0	N/A	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	16.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.0	31.0	N/A	96.8
Disability Status											
Disabled	37	100.0	83.9	9.7	3.2	3.2	6.5	9.0	14.0	92.9	95.0
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	16.0	N/A	N/A
English Proficiency											
Limited English Proficient	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	14.0	23.0	N/A	96.4
Socio-Economic Status											
Subsidized meals	201	100.0	54.3	37.0	5.4	3.3	8.7	13.0	18.0	93.4	95.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	92.9	55.6	26.5	16.2	1.7	17.9
	7	139	89.2	54.8	39.4	5.8	0.0	5.8
	8	139	88.5	29.4	50.5	19.3	0.9	20.2
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	99.1	48.5	33.3	15.2	3.0	18.2
	7	132	99.2	51.2	34.7	12.4	1.7	14.0
	8	135	98.5	51.8	38.6	9.6	0.0	9.6
Mathematics								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	93.6	51.3	35.3	12.6	0.8	13.4
	7	139	89.2	44.8	41.9	9.5	3.8	13.3
	8	139	88.5	45.0	38.5	12.8	3.7	16.5
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	100.0	50.0	36.0	14.0	0.0	14.0
	7	131	100.0	55.4	26.4	12.4	5.8	18.2
	8	134	100.0	58.3	38.3	3.5	0.0	3.5
Science								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	97.9	80.2	19.8	0.0	0.0	0.0
	7	139	93.5	72.0	22.0	5.1	0.8	5.9
	8	139	89.9	50.8	43.4	5.7	0.0	5.7
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	98.1	67.3	22.4	8.2	2.0	10.2
	7	131	100.0	57.0	28.1	10.7	4.1	14.9
	8	68	98.5	62.5	26.8	10.7	0.0	10.7
Social Studies								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	97.9	54.8	35.7	8.7	0.8	9.5
	7	139	92.8	61.9	32.2	5.9	0.0	5.9
	8	139	88.5	44.6	47.1	7.4	0.8	8.3
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	100.0	28.0	44.0	20.0	8.0	28.0
	7	131	100.0	62.0	30.6	3.3	4.1	7.4
	8	66	100.0	46.6	53.4	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

West Hartsville Elementary

214 Clyde Road
Hartsville, South Carolina 29550

Grades	4–5 Elementary School	
Enrollment	219 Students	
Principal	Kay S. Howell	843–857–3270
Superintendent	Dr. Rainey Knight	843–398–5200
Board Chair	Dr. Allen McCutchen	843–332–2852

THE STATE OF SOUTH CAROLINA
2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	**Below Average**	**Average**
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	Below Average
2003	Below Average	Unsatisfactory

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

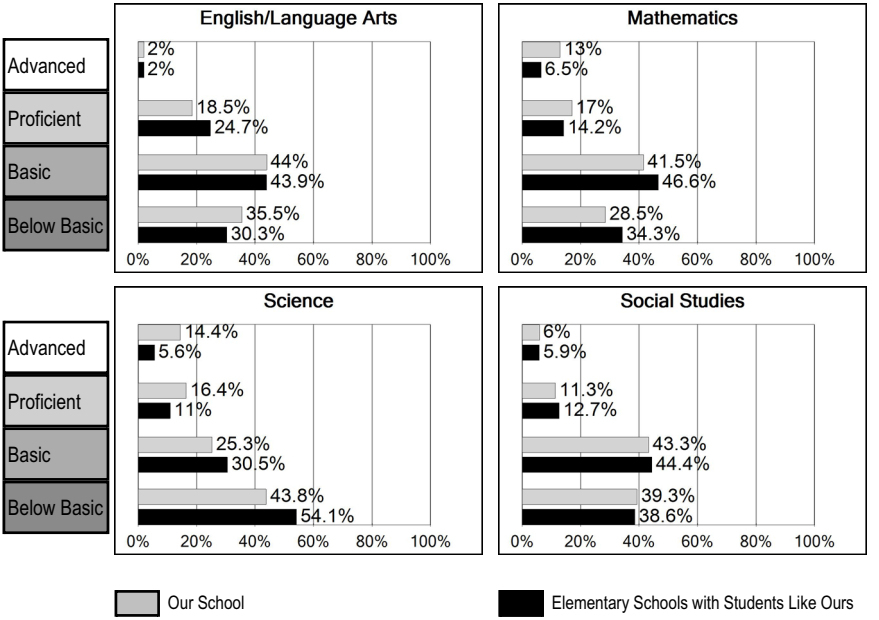
Percent of students tested in 2006–07 whose 2005–06 test scores were located.	97.5%

ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	24	85	36

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 219)				
First graders who attended full−day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.8%	Up from 0.6%	3.7%	2.6%
Attendance rate	97.0%	Down from 97.3%	95.9%	96.2%
Eligible for gifted and talented	7.8%	Up from 6.9%	4.6%	10.4%
With disabilities other than speech	18.9%	Down from 19.0%	7.6%	7.1%
Older than usual for grade	0.9%	No change	1.6%	1.0%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	22.7%	Down from 25.0%	52.3%	56.3%
Continuing contract teachers	72.7%		74.7%	79.8%
Teachers with emergency or provisional certificates	0.0%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	55.1%	Down from 58.8%	84.7%	86.7%
Teacher attendance rate	95.7%	Down from 96.3%	94.9%	95.1%
Average teacher salary	$39,315	Up 3.5%	$42,669	$43,872
Prof. development days/teacher	16.0 days	Up from 13.7 days	13.4 days	13.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student−teacher ratio in core subjects	17.7 to 1	Up from 14.4 to 1	17.1 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 90.3%	89.2%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development	Average	No change	Excellent	Excellent
Dollars spent per pupil*	$7,656	Up 19.9%	$7,355	$6,753
Percent of expenditures for teacher salaries*	57.8%	Up from 52.0%	63.4%	65.3%
Percent of expenditures for instruction*	62.5%	Up from 56.3%	68.6%	69.3%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of West Hartsville Elementary is to provide positive learning experiences in a safe environment where students can achieve success in an ever-changing world.

During the 2006-2007 school year, our faculty and staff used diagnostic information from Measures of Academic Progress (MAP) to determine each child's strengths and weaknesses. A student profile sheet was created for each child and achievement goals were set in math and reading. The profile sheets were used to individualize instruction for each child.

Professional development was essential to West Hartsville teachers this school year. All teachers met twice a week to learn research-based strategies, analyze student work and develop and implement lessons for continued student growth. All math teachers received quarterly math training on math curriculum standards and assessments. Staff development focused on developing higher order thinking in students through questioning techniques and assessment strategies.

West Hartsville received many accolades this school year. Mrs. Stacey Johnson was selected as our Teacher of the Year and Mrs. Wanda Govan-Augustus was selected as our outstanding First Year Teacher. Our custodians earned a monthly award for Clean School of the month. Our students raised money for the Leukemia Society with Pennies for Patients and participated in the National Education Association Read Across America. Students earned incentives at our Buck-a-roo store and participated in a school-wide PACT pep rally, Dance off, PACT Beach Blast, and After-PACT Explosion.

Numerous programs were available to students to provide creative outlets and promote positive character development. Many students were involved in after-school programs to promote academic achievement. Many participated in a club, reading and math groups, an art club, the National Beta Club and color guard. Students worked with the faculty and staff to present science activities, writing activities, reading assessment and a math program to parents during quarterly parent workshops.

At West Hartsville Elementary School, we have a wonderful group of students, faculty and staff members. We are proud of all of their accomplishments and are eager to meet the challenges of another year. Our school has set high expectations for our children and ourselves and we will continue to strive to meet and surpass these expectations in the future.

Bonnie Saleeby, School Improvement Council Chairman
Kay S. Howell, Ed. D., Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	71	52
Percent satisfied with learning environment	82.6%	100.0%	98.1%
Percent satisfied with social and physical environment	87.5%	100.0%	94.2%
Percent satisfied with school−home relations	62.5%	95.7%	94.2%

*Only students at the highest elementary school grade level at this school and their parents were included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 19 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	97.0%	94.0%	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	211	99.5	35.5	44.0	18.5	2.0	33.0	35.8	46.8	No	Yes
Gender											
Male	115	99.1	41.4	43.2	13.5	1.8	25.2	30.2	40.1	N/A	N/A
Female	96	100.0	28.1	44.9	24.7	2.2	42.7	41.8	53.8	N/A	N/A
Racial/Ethnic Group											
White	64	100.0	21.0	43.5	32.3	3.2	48.4	50.8	58.7	Yes	Yes
African American	140	99.3	43.2	43.9	12.1	0.8	25.8	25.6	30.3	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	82.4	69.0	I/S	I/S
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	43.8	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	45.8	I/S	I/S
Disability Status											
Disabled	45	97.8	87.8	9.8	2.4	0.0	2.4	10.1	15.9	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	54.2	33.1	I/S	I/S
Socio-Economic Status											
Subsidized meals	173	99.4	39.9	45.4	14.1	0.6	28.2	26.3	32.3	No	Yes
Mathematics – State Performance Objective = 36.7%											
All Students	211	100.0	28.9	41.3	16.9	12.9	47.3	38.2	45.8	Yes	Yes
Gender											
Male	115	100.0	32.1	36.6	18.8	12.5	46.4	38.0	45.1	N/A	N/A
Female	96	100.0	24.7	47.2	14.6	13.5	48.3	38.5	46.6	N/A	N/A
Racial/Ethnic Group											
White	64	100.0	17.7	35.5	24.2	22.6	66.1	55.0	59.2	Yes	Yes
African American	140	100.0	33.8	45.9	12.8	7.5	37.6	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	76.5	71.6	I/S	I/S
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.0	45.7	I/S	I/S
Disability Status											
Disabled	45	100.0	73.8	16.7	9.5	0.0	14.3	11.2	17.2	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
English Proficiency											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	52.1	37.0	I/S	I/S
Socio-Economic Status											
Subsidized meals	173	100.0	32.3	42.7	14.6	10.4	41.5	29.1	31.3	Yes	Yes

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	156	100.0	43.8	25.3	16.4	14.4	30.8	27.0	33.0	97.0	95.6
Gender											
Male	87	100.0	43.4	28.9	14.5	13.3	27.7	28.0	34.0	96.9	95.3
Female	69	100.0	44.4	20.6	19.0	15.9	34.9	25.0	31.0	97.1	95.9
Racial/Ethnic Group											
White	49	100.0	23.9	26.1	21.7	28.3	50.0	44.0	45.0	96.3	95.3
African American	102	100.0	53.7	25.3	14.7	6.3	21.1	15.0	15.0	97.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	77.0	55.0	N/A	97.8
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	N/A
Disability Status											
Disabled	34	100.0	74.2	12.9	3.2	9.7	12.9	31.0	36.0	97.2	95.8
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
English Proficiency											
Limited English Proficient	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.0	21.0	N/A	96.6
Socio-Economic Status											
Subsidized meals	123	100.0	49.1	26.3	13.2	11.4	24.6	17.0	19.0	97.0	95.1
Social Studies											
All Students	158	100.0	39.3	43.3	11.3	6.0	17.3	24.0	30.0	97.0	95.6
Gender											
Male	82	100.0	31.6	43.0	16.5	8.9	25.3	26.0	32.0	96.9	95.3
Female	76	100.0	47.9	43.7	5.6	2.8	8.5	21.0	28.0	97.1	95.9
Racial/Ethnic Group											
White	47	100.0	23.9	43.5	19.6	13.0	32.6	36.0	40.0	96.3	95.3
African American	105	100.0	48.5	41.4	8.1	2.0	10.1	15.0	16.0	97.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.0	54.0	N/A	97.8
Hispanic	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	31.0	N/A	N/A
Disability Status											
Disabled	35	100.0	46.9	43.8	6.3	3.1	9.4	9.0	14.0	96.0	94.5
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
English Proficiency											
Limited English Proficient	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.0	23.0	N/A	96.6
Socio-Economic Status											
Subsidized meals	132	100.0	44.4	42.7	9.7	3.2	12.9	17.0	18.0	97.0	95.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	33.0	43.0	24.0	0.0	24.0
	5	109	94.5	38.3	53.2	8.5	0.0	8.5
	6	97	95.9	47.2	31.5	14.6	6.7	21.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	99.0	32.6	46.3	17.9	3.2	21.1
	5	109	100.0	38.1	41.9	19.0	1.0	20.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Mathematics								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	33.0	31.0	26.0	10.0	36.0
	5	109	94.5	41.5	38.3	13.8	6.4	20.2
	6	97	95.9	30.3	47.2	15.7	6.7	22.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	31.3	40.6	17.7	10.4	28.1
	5	109	100.0	26.7	41.9	16.2	15.2	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Science								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	49.5	29.5	8.6	12.4	21.0
	5	109	94.5	64.0	26.0	4.0	6.0	10.0
	6	97	95.9	69.6	17.4	9.8	3.3	13.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	46.9	24.0	17.7	11.5	29.2
	5	54	100.0	38.0	28.0	14.0	20.0	34.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Social Studies								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	44.8	33.3	18.1	3.8	21.9
	5	109	94.5	60.0	31.0	7.0	2.0	9.0
	6	97	95.9	50.0	34.8	8.7	6.5	15.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	35.4	46.9	11.5	6.3	17.7
	5	56	100.0	46.3	37.0	11.1	5.6	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

Spaulding Elementary

204 E. Pearl Street
Lamar, SC 29069

Grades	3–5 Elementary School	
Enrollment	212 Students	
Principal	Vernisa Bodison	843–326–7665
Superintendent	Dr. Rainey Knight	843–398–5200
Board Chair	Dr. Allen McCutchen	843–332–2852

THE STATE OF SOUTH CAROLINA
2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	**Below Average**	**Below Average**
2006	Below Average	Good
2005	Unsatisfactory	Unsatisfactory
2004	Below Average	Below Average
2003	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

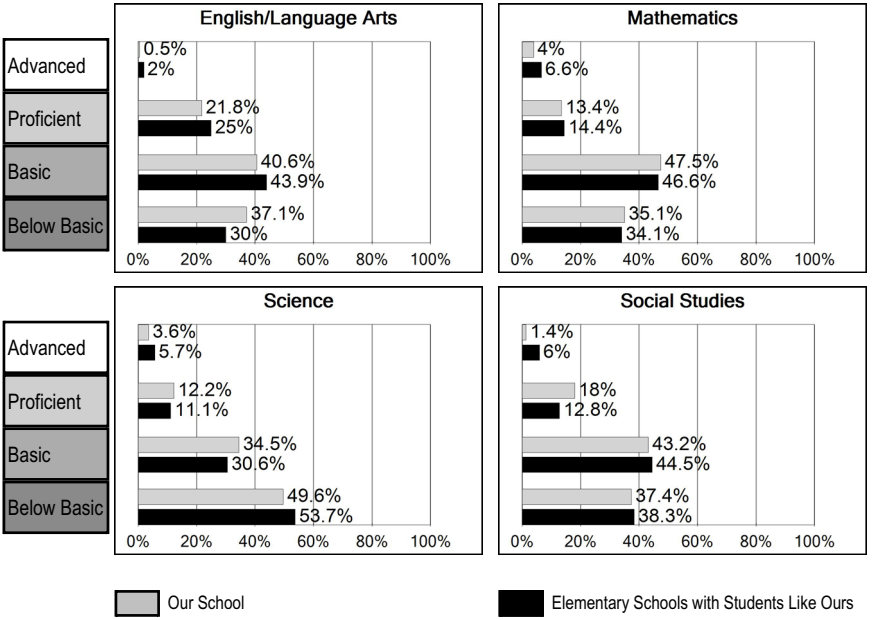
Percent of students tested in 2006−07 whose 2005−06 test scores were located.	97.2%

ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	24	85	33

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 212)				
First graders who attended full−day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Down from 1.9%	3.8%	2.6%
Attendance rate	96.0%	Down from 97.5%	95.9%	96.2%
Eligible for gifted and talented	5.3%	Up from 4.6%	4.6%	10.4%
With disabilities other than speech	12.0%	Up from 11.9%	7.9%	7.1%
Older than usual for grade	1.4%	Down from 1.9%	1.6%	1.0%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	36.8%	Down from 50.0%	52.3%	56.3%
Continuing contract teachers	42.1%		75.0%	79.8%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	54.7%	Down from 66.3%	85.2%	86.7%
Teacher attendance rate	96.5%	Down from 97.0%	94.8%	95.1%
Average teacher salary	$37,744	Down 4.7%	$42,734	$43,872
Prof. development days/teacher	13.4 days	Up from 13.3 days	13.4 days	13.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student−teacher ratio in core subjects	18.9 to 1	Down from 21.0 to 1	17.4 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 90.9%	89.2%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	95.4%	Up from 94.0%	100.0%	100.0%
Character development	Good	No change	Excellent	Excellent
Dollars spent per pupil*	$6,487	Up 3.3%	$7,358	$6,753
Percent of expenditures for teacher salaries*	61.9%	Up from 58.4%	63.2%	65.3%
Percent of expenditures for instruction*	65.9%	Up from 64.0%	68.6%	69.3%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2006-2007 school year brought many honors to Spaulding Elementary, a Title I and Teacher Advancement Program (TAP) School. Two hundred and twenty 3rd through 5th grade students attended Spaulding along with thirty-one employees supporting our school wide theme, "We're Wild About Learning."

Spaulding received the Palmetto Silver Award from the SDE for improvement in academic achievement. Spaulding was also one of three schools and the only elementary school in the state to move out of Unsatisfactory status. In addition, our school was the only TAP school in the state to receive a "value added five" for improved student achievement.

Throughout the school year, teachers participated in professional development that focused on several research-based reading strategies. Books such as Mosaic of Thought by Ellin Keene and Susan Zimmermann and Strategies That Work by Stephanie Harvey and Anne Goudvis were used to assist teachers with ways to enhance reading instruction. Teachers also participated in Math, Science, and Social Studies workshops provided by the school district.

Our PTO sponsored events such as Measures of Academic Progress (MAP) celebrations, a Fall and Spring dance, and a good citizens' picnic. Title One Family nights were also held to inform parents about the curriculum and important school events. Community members were invited to attend our Volunteer Breakfast, Ministers Luncheon, and Reading Campout Night.

Over eighty-six students participated in the after-school program January-April. Fifth graders were active in a community service project entitled, "Seven Days of Hope" with collections to the local soup kitchen and toys to the fire department. A Spaulding student won a state citizenship award while another student won the STAND award for taking a responsible stand against drugs. Our honor roll students participated in the Lamar Egg Scramble parade.

Spaulding Elementary will continue to be "Wild About Learning!"

Vernisa Y. Bodison, Principal

Monica Byrd, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	59	42
Percent satisfied with learning environment	100.0%	78.0%	85.7%
Percent satisfied with social and physical environment	94.7%	78.0%	70.7%
Percent satisfied with school−home relations	89.5%	96.6%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS	NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance	96.0%	94.0%	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	219	99.5	36.8	40.8	21.9	0.5	30.8	35.8	46.8	No	Yes
Gender											
Male	119	99.2	45.9	38.5	15.6	0.0	20.2	30.2	40.1	N/A	N/A
Female	100	100.0	26.1	43.5	29.3	1.1	43.5	41.8	53.8	N/A	N/A
Racial/Ethnic Group											
White	58	100.0	31.4	37.3	31.4	0.0	41.2	50.8	58.7	Yes	Yes
African American	160	99.4	38.3	42.3	18.8	0.7	27.5	25.6	30.3	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	82.4	69.0	I/S	I/S
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	43.8	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	45.8	I/S	I/S
Disability Status											
Disabled	35	100.0	90.9	9.1	0.0	0.0	0.0	10.1	15.9	I/S	I/S
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	54.2	33.1	I/S	I/S
Socio-Economic Status											
Subsidized meals	188	100.0	38.1	40.9	20.5	0.6	28.4	26.3	32.3	Yes	Yes
Mathematics – State Performance Objective = 36.7%											
All Students	219	100.0	35.1	47.5	13.4	4.0	30.2	38.2	45.8	Yes	Yes
Gender											
Male	119	100.0	40.0	44.5	12.7	2.7	27.3	38.0	45.1	N/A	N/A
Female	100	100.0	29.3	51.1	14.1	5.4	33.7	38.5	46.6	N/A	N/A
Racial/Ethnic Group											
White	58	100.0	21.6	47.1	21.6	9.8	45.1	55.0	59.2	Yes	Yes
African American	160	100.0	39.3	48.0	10.7	2.0	25.3	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	76.5	71.6	I/S	I/S
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.0	45.7	I/S	I/S
Disability Status											
Disabled	35	100.0	69.7	30.3	0.0	0.0	0.0	11.2	17.2	I/S	I/S
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
English Proficiency											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	52.1	37.0	I/S	I/S
Socio-Economic Status											
Subsidized meals	188	100.0	35.8	49.4	11.9	2.8	27.8	29.1	31.3	Yes	Yes

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	150	100.0	49.6	34.5	12.2	3.6	15.8	27.0	33.0	96.0	95.6
Gender											
Male	81	100.0	50.7	33.3	12.0	4.0	16.0	28.0	34.0	95.7	95.3
Female	69	100.0	48.4	35.9	12.5	3.1	15.6	25.0	31.0	96.3	95.9
Racial/Ethnic Group											
White	36	100.0	34.4	43.8	9.4	12.5	21.9	44.0	45.0	95.4	95.3
African American	113	100.0	54.7	31.1	13.2	0.9	14.2	15.0	15.0	96.3	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	77.0	55.0	N/A	97.8
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	N/A
Disability Status											
Disabled	25	100.0	87.0	13.0	0.0	0.0	0.0	31.0	36.0	96.3	95.8
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
English Proficiency											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.0	21.0	N/A	96.6
Socio-Economic Status											
Subsidized meals	129	100.0	51.2	33.9	10.7	4.1	14.9	17.0	19.0	95.9	95.1
Social Studies											
All Students	152	100.0	37.4	43.2	18.0	1.4	19.4	24.0	30.0	96.0	95.6
Gender											
Male	82	100.0	41.3	38.7	18.7	1.3	20.0	26.0	32.0	95.7	95.3
Female	70	100.0	32.8	48.4	17.2	1.6	18.8	21.0	28.0	96.3	95.9
Racial/Ethnic Group											
White	43	100.0	21.6	48.6	27.0	2.7	29.7	36.0	40.0	95.4	95.3
African American	109	100.0	43.1	41.2	14.7	1.0	15.7	15.0	16.0	96.3	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.0	54.0	N/A	97.8
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	31.0	N/A	N/A
Disability Status											
Disabled	28	100.0	81.5	18.5	0.0	0.0	0.0	9.0	14.0	94.3	94.5
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.0	23.0	N/A	96.6
Socio-Economic Status											
Subsidized meals	131	100.0	38.5	44.3	15.6	1.6	17.2	17.0	18.0	95.9	95.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	95.8	25.0	53.3	21.7	0.0	21.7
	5	65	98.5	45.0	46.7	8.3	0.0	8.3
	6	77	98.7	37.1	48.6	8.6	5.7	14.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	66	98.5	40.0	31.7	28.3	0.0	28.3
	4	83	100.0	38.2	35.5	25.0	1.3	26.3
	5	70	100.0	32.3	55.4	12.3	0.0	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Mathematics								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	97.2	37.7	44.3	13.1	4.9	18.0
	5	65	96.9	50.8	44.1	0.0	5.1	5.1
	6	77	98.7	41.4	41.4	14.3	2.9	17.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	66	100.0	36.1	57.4	6.6	0.0	6.6
	4	83	100.0	31.6	38.2	23.7	6.6	30.3
	5	70	100.0	38.5	49.2	7.7	4.6	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Science								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	69.8	20.6	7.9	1.6	9.5
	5	65	95.4	78.7	19.7	0.0	1.6	1.6
	6	77	97.4	73.2	18.3	7.0	1.4	8.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	33	100.0	41.9	45.2	12.9	0.0	12.9
	4	83	100.0	53.9	26.3	14.5	5.3	19.7
	5	34	100.0	46.9	43.8	6.3	3.1	9.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Social Studies								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	39.7	47.6	9.5	3.2	12.7
	5	65	95.4	65.6	29.5	1.6	3.3	4.9
	6	77	97.4	33.8	50.7	12.7	2.8	15.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	33	100.0	20.0	46.7	30.0	3.3	33.3
	4	83	100.0	40.8	40.8	17.1	1.3	18.4
	5	36	100.0	45.5	45.5	9.1	0.0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

M S Bailey Elementary

625 Elizabeth Street
Clinton, SC 29325

Grades	PK−5 Elementary School	
Enrollment	265 Students	
Principal	Carol Ann Barnes	864−833−0836
Superintendent	Dr. Wayne Brazell	864−833−0800
Board Chair	Linda Darby	864−697−5100

THE STATE OF SOUTH CAROLINA
2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	**Unsatisfactory**	**Unsatisfactory**
2006	Below Average	Unsatisfactory
2005	Below Average	Below Average
2004	Below Average	Average
2003	Below Average	Unsatisfactory

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

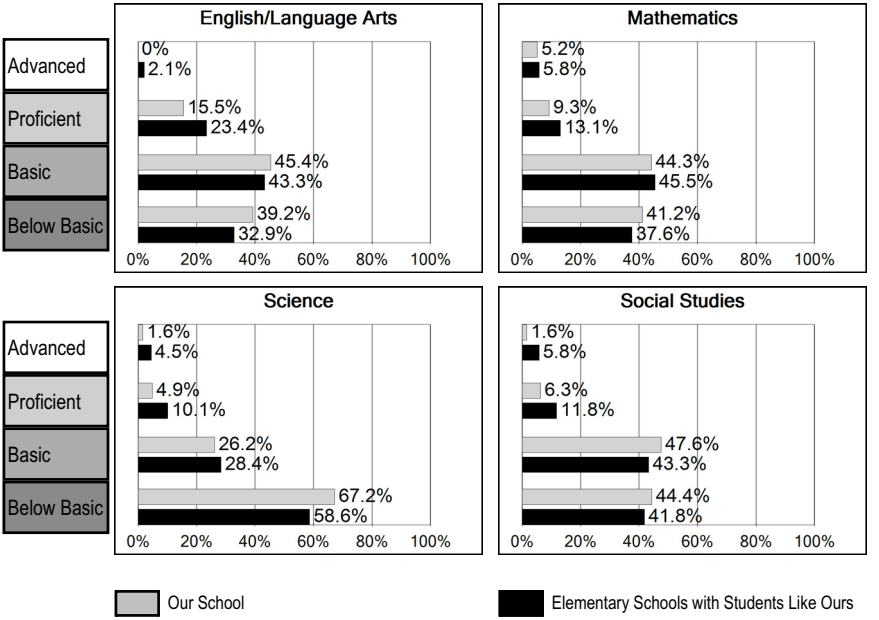
Percent of students tested in 2006−07 whose 2005−06 test scores were located.	95.5%

ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
1	2	19	75	56

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 265)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.9%	Up from 4.1%	3.8%	2.6%
Attendance rate	95.4%	Up from 92.4%	95.9%	96.2%
Eligible for gifted and talented	0.9%	Down from 1.7%	3.5%	10.4%
With disabilities other than speech	10.6%	Down from 11.5%	7.1%	7.1%
Older than usual for grade	0.0%	No change	1.6%	1.0%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	57.9%	Up from 52.6%	53.0%	56.3%
Continuing contract teachers	73.7%		73.1%	79.8%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	76.9%	Down from 79.7%	82.5%	86.7%
Teacher attendance rate	93.5%	Down from 95.7%	95.0%	95.1%
Average teacher salary	$43,160	Down 1.1%	$42,575	$43,872
Prof. development days/teacher	8.4 days	Down from 18.9 days	14.3 days	13.1 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student−teacher ratio in core subjects	24.0 to 1	Up from 18.9 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.0%	Down from 86.5%	89.1%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Average	Down from Good	Good	Excellent
Dollars spent per pupil*	$11,176	Up 24.5%	$7,913	$6,753
Percent of expenditures for teacher salaries*	49.2%	Down from 51.2%	61.2%	65.3%
Percent of expenditures for instruction*	57.4%	Down from 58.4%	67.3%	69.3%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

M. S. Bailey Elementary School closed its doors May 25, 2007 as an elementary school in Laurens County School District 56 and will reopen in the fall of 2007 as a child development center. This year has been especially meaningful to the community, students and staff members as a year of not only remembrance, but a year of continued growth.

We concentrated on reading comprehension throughout the year as part of our regular staff development in cluster groups. Students were exposed to and expected to implement a variety of reading comprehension strategies in all subject areas. During weekly cluster groups, teachers developed and analyzed targeted reading comprehension strategies.

Again this year, Measures of Academic Progress (MAP) was our means of assessing student growth. Students in grades 2-5 were tested in the areas of reading, math and science at least two times throughout the year. Primary testing was also available for students in 5K and grade one. Ninety-three percent of our students in grades 2-5 met at least one of their academic growth goals. This is a remarkable accomplishment for our students, as 84% of the students qualify for free or reduced-price lunch.

Look out world. Here we come!

Carol Anne Barnes, Principal
Holly Worthy, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	37	12
Percent satisfied with learning environment	94.7%	88.2%	66.7%
Percent satisfied with social and physical environment	94.7%	91.7%	81.8%
Percent satisfied with school−home relations	78.9%	91.9%	54.5%

*Only students at the highest elementary school grade level at this school and their parents were included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS	NO

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	95.4%	94.0%	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	102	99.0	38.1	46.4	15.5	0.0	28.9	36.0	46.8	Yes	Yes
Gender											
Male	42	97.6	60.5	23.7	15.8	0.0	18.4	30.1	40.1	N/A	N/A
Female	60	100.0	23.7	61.0	15.3	0.0	35.6	41.9	53.8	N/A	N/A
Racial/Ethnic Group											
White	44	97.7	36.6	48.8	14.6	0.0	24.4	44.8	58.7	No	Yes
African American	58	100.0	39.3	44.6	16.1	0.0	32.1	24.7	30.3	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.3	69.0	I/S	I/S
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.7	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	45.8	I/S	I/S
Disability Status											
Disabled	27	100.0	74.1	25.9	0.0	0.0	11.1	11.0	15.9	I/S	I/S
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.2	33.1	I/S	I/S
Socio-Economic Status											
Subsidized meals	85	100.0	40.7	48.1	11.1	0.0	25.9	25.3	32.3	Yes	Yes
Mathematics – State Performance Objective = 36.7%											
All Students	102	100.0	40.8	44.9	9.2	5.1	18.4	36.9	45.8	No	Yes
Gender											
Male	42	100.0	53.8	30.8	10.3	5.1	17.9	36.5	45.1	N/A	N/A
Female	60	100.0	32.2	54.2	8.5	5.1	18.6	37.4	46.6	N/A	N/A
Racial/Ethnic Group											
White	44	100.0	47.6	42.9	7.1	2.4	14.3	47.6	59.2	No	Yes
African American	58	100.0	35.7	46.4	10.7	7.1	21.4	22.6	26.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.3	71.6	I/S	I/S
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	46.7	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	45.7	I/S	I/S
Disability Status											
Disabled	27	100.0	85.2	14.8	0.0	0.0	0.0	10.2	17.2	I/S	I/S
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.3	37.0	I/S	I/S
Socio-Economic Status											
Subsidized meals	85	100.0	38.3	48.1	9.9	3.7	16.0	27.2	31.3	No	Yes

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	64	100.0	67.2	26.2	4.9	1.6	6.6	26.0	33.0	95.4	95.8
Gender											
Male	24	100.0	73.9	17.4	4.3	4.3	8.7	30.0	34.0	95.0	95.7
Female	40	100.0	63.2	31.6	5.3	0.0	5.3	22.0	31.0	95.7	96.0
Racial/Ethnic Group											
White	28	100.0	74.1	22.2	0.0	3.7	3.7	35.0	45.0	94.3	95.5
African American	36	100.0	61.8	29.4	8.8	0.0	8.8	13.0	15.0	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	55.0	N/A	N/A
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	36.0	22.0	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	33.0	N/A	N/A
Disability Status											
Disabled	22	100.0	85.7	14.3	0.0	0.0	0.0	29.0	36.0	95.8	96.1
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.0	21.0	N/A	97.1
Socio-Economic Status											
Subsidized meals	54	100.0	70.6	25.5	3.9	0.0	3.9	16.0	19.0	95.3	95.4
Social Studies											
All Students	67	98.5	44.4	47.6	6.3	1.6	7.9	24.0	30.0	95.4	95.8
Gender											
Male	25	96.0	43.5	43.5	8.7	4.3	13.0	27.0	32.0	95.0	95.7
Female	42	100.0	45.0	50.0	5.0	0.0	5.0	20.0	28.0	95.7	96.0
Racial/Ethnic Group											
White	30	96.7	51.7	41.4	3.4	3.4	6.9	29.0	40.0	94.3	95.5
African American	37	100.0	38.2	52.9	8.8	0.0	8.8	16.0	16.0	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	100.0	54.0	N/A	N/A
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.0	23.0	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	31.0	N/A	N/A
Disability Status											
Disabled	14	100.0	84.6	15.4	0.0	0.0	0.0	8.0	14.0	94.5	94.9
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	23.0	23.0	N/A	97.1
Socio-Economic Status											
Subsidized meals	55	98.2	51.0	43.1	3.9	2.0	5.9	16.0	18.0	95.3	95.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	38	100.0	28.6	37.1	31.4	2.9	34.3
	4	44	100.0	36.8	44.7	18.4	0.0	18.4
	5	37	100.0	75.8	15.2	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	35	97.1	33.3	48.5	18.2	0.0	18.2
	4	28	100.0	37.0	44.4	18.5	0.0	18.5
	5	39	100.0	43.2	45.9	10.8	0.0	10.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Mathematics								
2006	3	38	100.0	28.6	57.1	8.6	5.7	14.3
	4	44	100.0	26.3	50.0	15.8	7.9	23.7
	5	37	100.0	42.4	45.5	12.1	0.0	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	35	100.0	67.6	32.4	0.0	0.0	0.0
	4	28	100.0	29.6	48.1	11.1	11.1	22.2
	5	39	100.0	24.3	54.1	16.2	5.4	21.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Science								
2006	3	38	100.0	60.0	31.4	5.7	2.9	8.6
	4	44	100.0	44.7	36.8	18.4	0.0	18.4
	5	37	100.0	66.7	27.3	0.0	6.1	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	18	100.0	68.8	31.3	0.0	0.0	0.0
	4	28	100.0	55.6	33.3	7.4	3.7	11.1
	5	18	100.0	83.3	11.1	5.6	0.0	5.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
Social Studies								
2006	3	38	100.0	28.6	45.7	8.6	17.1	25.7
	4	44	100.0	44.7	50.0	5.3	0.0	5.3
	5	37	100.0	63.6	36.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	18	100.0	29.4	70.6	0.0	0.0	0.0
	4	28	100.0	48.1	44.4	7.4	0.0	7.4
	5	21	95.2	52.6	31.6	10.5	5.3	15.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

Lake Marion High School

3656 Tee Vee Road, P.O. Box 650
Santee, South Carolina 29142

Grades	9−12 High School	
Enrollment	1,058 Students	
Principal	Rose V. Pelzer−Brower	803−854−9213
Superintendent	David Longshore, Jr.	803−496−3288
Board Chair	Robert L. Williams	803−496−3288

THE STATE OF SOUTH CAROLINA
2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	**Unsatisfactory**	**N/AV**
2006	N/AV	N/AV
2005	N/A	N/A
2004	N/A	N/A
2003	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Absolute Ratings of High Schools with Students Like Ours*

Excellent	Good	Average	Below Average	Unsatisfactory
2	3	4	9	13

* Ratings are calculated with data available by September 30.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our School			High Schools with Students Like Ours		
Percent	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**
Passed 2 subtests	55.1	60.3	62.8	N/A	57.7	65.4
Passed 1 subtest	21.8	14.0	21.8	N/A	18.5	18.7
Passed no subtests	23.2	25.6	15.5	N/A	27.1	15.9

HSAP Passage Rate by Spring 2007

	Our School	High Schools with Students Like Ours
Percent	80.9%	82.5%

On-time Graduation Rate

	Our School	High Schools with Students Like Ours
Number of Students	266	169
Number of Diplomas	151	103
Rate	56.8%	63.5%

End Of Course Tests

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.6	71.4
English 1	52.8	44.3
Physical Science	35.0	27.0
All Tests	54.6	47.2

*High Schools with Students like Ours are high schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,058)				
Retention rate	9.6%	Down from 12.6%	9.6%	6.6%
Attendance rate	95.1%	Down from 95.2%	95.0%	95.4%
Eligible for gifted and talented	0.0%	No change	3.5%	8.0%
With disabilities other than speech	15.2%	Down from 16.6%	14.2%	12.3%
Older than usual for grade	4.3%	Down from 10.0%	5.8%	4.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	2.8%	1.6%
Enrolled in AP/IB programs	9.5%	Up from 6.4%	6.2%	12.2%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Eligible for LIFE Scholarship*	27.7%		24.7%	29.7%
Annual dropout rate	6.1%	Up from 3.7%	4.0%	3.4%
Career/technology students in co-curricular organizations	20.6%	Up from 10.2%	3.5%	3.2%
Enrollment in career/technology center courses	676	Up from 642	298	434
Students participating in worked-based experiences	10.7%	Up from 10.6%	14.5%	23.1%
Career/technology students mastering core competencies	63.1%	Up from 62.6%	70.5%	80.0%
Career/technology completers placed	81.3%	Up from 76.9%	99.4%	98.8%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 80)				
Teachers with advanced degrees	55.0%	Down from 61.2%	48.2%	56.9%
Continuing contract teachers	62.5%		63.4%	73.0%
Teachers with emergency or provisional certificates	13.0%	Down from 14.5%	17.0%	8.5%
Teachers returning from previous year	N/A	N/A	79.1%	84.5%
Teacher attendance rate	94.0%	Down from 95.3%	95.1%	95.6%
Average teacher salary	$47,182	Up 4.0%	$42,591	$44,357
Prof. development days/teacher	11.3 days	Down from 11.5 days	12.4 days	11.7 days
School				
Principal's years at school	3.5	Up from 2.5	3.0	3.0
Student-teacher ratio in core subjects	23.8 to 1	No change	21.8 to 1	26.2 to 1
Prime instructional time	88.2%	Down from 89.7%	88.8%	89.8%
Dollars spent per pupil*	$8,982	Down 9.2%	$8,622	$7,091
Percent of expenditures for teacher salaries*	52.0%	Down from 54.6%	53.7%	55.7%
Percent of expenditures for instruction*	61.6%	Down from 61.7%	61.0%	61.4%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	100.0%	Up from 99.0%	86.4%	93.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2007		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	256	80.9	442	54.6	266	56.8	No
Gender							
Male	119	71.4	187	49.9	125	43.2	N/A
Female	137	89.1	255	58.6	140	69.3	N/A
Racial/Ethnic Group							
White	24	91.7	38	65.5	19	68.4	N/A
African American	229	79.5	394	53.8	244	56.1	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	53.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabilities other than speech	35	22.9	6	16.7	40	12.5	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	177	77.4	280	54.4	183	53.0	N/A

n = number of students on which percentage is calculated t = number of tests passed in all subjects

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake Marion High School and Technology Center had another successful year in its two-year-young facility. Our programs and initiatives have produced great results among our students. Our ninth grade students benefited from the HS 101 curriculum designed to help them adjust to high school by attending to their social, emotional and academic needs. We have seen an increase in promotions to 10th grade. Our Advanced Placement and Honors courses had record numbers of students enrolled with even more scheduled to enroll in 2007-2008 school year.

In October, Lake Marion underwent a rigorous review from the Southern Association of Colleges and Schools (SACS). The week-long visit from the SACS committee resulted in a five-year accreditation. Early in the first semester, LMHS hosted a visit from a High Schools That Work Committee. The comments and reports we received were extremely favorable with special recognition given to our Alternative School Program. In late spring, we became certified as a Project Lead the Way School. This has been a busy but productive year.

The Technology Center here at Lake Marion is thriving. We are preparing students for the tremendous opportunities that await them. The Cosmetology program was approved by the State. The Automotive program is working towards NATEF Certification and students are participating in appropriate competitions with FBLA (Nationals) and FCCLA (Nationals). The number of completers has increased by 300 percent from 2005-2006. Additionally, we are actively working towards the participation and retention of nontraditional students in all of our programs.

Individual academic awards are on the rise. This year 53 seniors were eligible for Life Scholarships, one student was recommended for the National Merit Program and a 10th grader was accepted into the esteemed Governor's School for the Arts. For the first time in over ten years, LMHS has two Palmetto Fellows Scholarship recipients in the class of 2007. We are proud of our hard-working and motivated students.

Athletically, our girls' basketball team enjoyed their first 20-win season and won their first championship at the Lake Marion Invitational. The boys' basketball team placed runner-up for the Lower State and won regional for the third consecutive year. Other sports, including football, track, volleyball and cheerleading keep our youth fit and involved.

The LMHS 2007-2008 school year will prove to be even more exciting and challenging as we adopt two new programs: AVID (Achievement Via Individual Determination) for our 9th and 10th graders and College Summit for 11th & 12th graders.

In addition, our administrators, guidance counselors, teachers and support staff will continue to work diligently with parents, students and community to provide a superior learning environment where achievement and success are expected and attained.

Rose V. Pelzer-Brower, Principal
Vernell Watson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	70	159	80
Percent satisfied with learning environment	91.3%	62.4%	83.8%
Percent satisfied with social and physical environment	92.9%	71.8%	72.5%
Percent satisfied with school−home relations	60.9%	78.3%	72.5%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS	NO

This school met 3 out of 15 objectives. The objectives included performance and participation of students in various groups.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY DATA

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	13.5%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.2%	0.0%	No

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 52.3%											
All Students	264	93.9	19.7	40.8	28.2	11.3	54.2	54.2	70.7	Yes	No
Gender											
Male	143	92.3	28.1	43.0	22.7	6.3	43.0	43.0	66.5	N/A	N/A
Female	121	95.9	10.0	38.2	34.5	17.3	67.3	67.3	74.9	N/A	N/A
Racial/Ethnic Group											
White	21	85.7	13.3	33.3	13.3	40.0	73.3	73.3	82.2	I/S	I/S
African American	242	94.6	20.3	41.4	28.8	9.5	52.7	52.7	55.9	Yes	No
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	79.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	78.0	I/S	I/S
Disability Status											
Disabled	61	75.4	62.2	22.2	0.0	15.6	26.7	26.7	25.0	I/S	No
Migrant Status											
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	41.2	N/A	N/A
English Proficiency											
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	180	93.9	19.6	38.0	29.4	12.9	52.8	52.8	55.8	Yes	No
Mathematics – State Performance Objective = 50.0%											
All Students	264	93.6	31.9	33.6	22.3	12.2	43.7	43.7	62.2	No	No
Gender											
Male	143	92.3	40.6	27.3	22.7	9.4	39.8	39.8	61.5	N/A	N/A
Female	121	95.0	21.8	40.9	21.8	15.5	48.2	48.2	62.9	N/A	N/A
Racial/Ethnic Group											
White	21	81.0	26.7	20.0	33.3	20.0	53.3	53.3	75.2	I/S	I/S
African American	242	94.6	32.4	34.7	21.2	11.7	42.8	42.8	44.3	No	No
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.0	I/S	I/S
Disability Status											
Disabled	61	73.8	71.1	13.3	11.1	4.4	15.6	15.6	20.7	I/S	No
Migrant Status											
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.9	N/A	N/A
English Proficiency											
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.0	I/S	I/S
Socio-Economic Status											
Subsidized meals	180	93.9	31.9	34.4	19.0	14.7	41.7	41.7	46.9	No	No

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 9, 2008

REPORT/RECOMMENDATION

Receive as information the Fiscal Year 2007-08 EIA budget reductions and the Fiscal Year 2008-09 EIA and EAA budget and proviso recommendations as approved by the Education Oversight Committee on December 11, 2007 and as considered by the Governor and the General Assembly

PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

August 17, 2007	On-line budget survey reporting system operational
October 5, 2007	Completion of on-line budget survey by all EIA-funded programs
October 8, 29007	Subcommittee received copy of all program and budget request documents as submitted
November 19, 2007	Subcommittee reviewed and discussed budget and proviso recommendations
December 4, 2007	Subcommittee considered EIA and EAA budgets and provisos and related programs
December 11, 2007	Subcommittee finalized all EIA and EAA budget and proviso recommendations
December 11, 2007	EOC approved EIA and EAA budget and proviso recommendations for Fiscal Year 2008-09
January 7, 2008	Governor's Executive Budget for FY2008-09 Released
March 4, 2008	H.4800, 2008-09 General Appropriations Bill, introduced by Ways and Means Subcommittee
March 13, 2008	H.4800, as amended, adopted by House of Representatives
March 13, 2008	H.4800, as adopted by the House, referred to Senate Finance Subcommittee
April 7, 2008	Board of Economic Advisors issues revised revenue projection for FY2007-08
April 10, 2008	H.4800, as amended, reported out by Senate Finance Committee
April 16, 2008	H. 4800, as amended, adopted by the Senate
May 8, 2008	H.4800, amended, adopted by House
May 13, 2008	Conference Committee appointed

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☐ **For approval** ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

SUMMARY OF MID-YEAR EIA REDUCTIONS, FY2007-08

Recurring EIA Appropriations FY 2007- 08	**$677,833,363** *
Revised FY 2007-08 BEA Estimate (4/7/08)	**$659,875,000**
Revenue Shortfall FY 2007- 08	**$17,958,363**
Unallocated School Building Funds	**$9,286,965**
TOTAL EIA Program Reductions	**$8,671,398**
Exempted from Reductions are EIA Teacher Salary and Fringe Benefits	**$105,567,741**
EIA Appropriations Less Exemptions	**$572,265,622**

Reduction as a % of EIA Appropriations less Exemptions **1.52%**

*** $12,402,840 in FY2006 - 07 Surplus EIA revenue was appropriated for Summer Schools.**

	EIA 2007-08 Base Appropriation	Mid-Year Cut	% Cut
SCDE:			
Student Testing	$20,611,129	$2,000,000	9.70%
Governor's Institute of Reading	$2,962,874	$100,000	3.38%
Competitive Teacher Grants	$1,287,044	$2,700	0.21%
EAA Technical Assistance	$81,102,688	$1,228,182	1.51%
EAA External Review teams	$1,372,000	$345,000	25.15%
Report Cards	$971,793	$169,237	17.41%
National Board	$45,824,534	$1,000,000	2.18%
Professional Development	$7,000,000	$100,000	1.43%
Principal Executive Institute	$906,370	$100,000	11.03%
Public Choice Innovation Schools	$2,560,000	$184,133	7.19%
SCDE Personal - Service Teacher Quality	$1,161,000	$150,000	12.92%
Other SCDE Administration	$11,795,238	$178,728	1.52%
Teacher of the Year Award	$166,102	$12,163	7.32%
TOTAL:		**$5,570,143**	
Direct Aid to Districts:			
Act 135 Academic Assistance	$120,436,576	$2,394,656	1.99%
School Bus Driver Salaries for 4-year-old program	$450,776	$450,776	100.00%
TOTAL:		**$2,845,432**	
Other Entities:			
E0C- Public Relations	$226,592	$4,042	1.78%
Writing Improvement Network	$288,444	$4,371	1.52%
EOC - Administration	$1,363,370	$20,659	1.52%
SC Geographic Alliance	$246,000	$3,726	1.51%
School Improvement Council Project	$200,918	$3,044	1.52%
Centers of Excellence	$721,101	$10,927	1.52%
Teacher Recruitment Program	$5,871,014	$88,962	1.52%
CERRA	$50,000	$758	1.52%
Teacher Loan Program	$5,367,044	$81,325	1.52%
EOC - 4 Year Old Evaluation	$398,000	$6,031	1.52%
Service Learning Engagement	$65,000	$985	1.52%
EOC - Family Involvement	$45,318	$687	1.52%
First Steps	$2,000,000	$30,306	1.52%
TOTAL:		**$255,823**	
GRAND TOTAL EIA CUTS:		**$8,671,398**	

FY 07-08 Academic Assistance Budget Cuts

Reduction Amount **$ 2,394,656.00**

ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
0160	Abbeville	$ 378,995.00	$ 272,860.00	$ 651,855.00	0.56%	$ 13,429.00	$7,808	$5,621
0201	Aiken	$ 2,487,385.00	$ 1,863,387.00	$ 4,350,772.00	3.74%	$ 89,633.00	$51,244	$38,389
0301	Allendale	$ 248,633.00	$ 217,663.00	$ 466,296.00	0.40%	$ 9,606.00	$5,122	$4,484
0401	Anderson 01	$ 632,885.00	$ 400,857.00	$ 1,033,742.00	0.89%	$ 21,297.00	$13,039	$8,258
0402	Anderson 02	$ 325,904.00	$ 229,391.00	$ 555,295.00	0.48%	$ 11,440.00	$6,714	$4,726
0403	Anderson 03	$ 285,954.00	$ 176,589.00	$ 462,543.00	0.40%	$ 9,529.00	$5,891	$3,638
0404	Anderson 04	$ 233,389.00	$ 187,753.00	$ 421,142.00	0.36%	$ 8,676.00	$4,808	$3,868
0405	Anderson 05	$ 1,195,333.00	$ 789,133.00	$ 1,984,466.00	1.71%	$ 40,883.00	$24,626	$16,257
0501	Bamberg 01	$ 173,465.00	$ 125,812.00	$ 299,277.00	0.26%	$ 6,166.00	$3,574	$2,592
0502	Bamberg 02	$ 129,836.00	$ 149,226.00	$ 279,062.00	0.24%	$ 5,749.00	$2,675	$3,074
0619	Barnwell 19	$ 114,067.00	$ 102,242.00	$ 216,309.00	0.19%	$ 4,456.00	$2,350	$2,106
0629	Barnwell 29	$ 120,900.00	$ 90,221.00	$ 211,121.00	0.18%	$ 4,349.00	$2,490	$1,859
0645	Barnwell 45	$ 301,724.00	$ 191,267.00	$ 492,991.00	0.42%	$ 10,156.00	$6,216	$3,940
0701	Beaufort	$ 1,761,986.00	$ 1,265,234.00	$ 3,027,220.00	2.60%	$ 62,365.00	$36,299	$26,066
0801	Berkeley	$ 2,488,963.00	$ 1,852,991.00	$ 4,341,954.00	3.74%	$ 89,451.00	$51,277	$38,174
0901	Calhoun	$ 251,261.00	$ 187,417.00	$ 438,678.00	0.38%	$ 9,037.00	$5,176	$3,861
1001	Charleston	$ 4,041,739.00	$ 2,901,322.00	$ 6,943,061.00	5.97%	$ 143,038.00	$83,266	$59,772
1101	Cherokee	$ 983,495.00	$ 751,274.00	$ 1,734,769.00	1.49%	$ 35,739.00	$20,262	$15,477
1201	Chester	$ 629,206.00	$ 613,168.00	$ 1,242,374.00	1.07%	$ 25,595.00	$12,963	$12,632
1301	Chesterfield	$ 905,173.00	$ 748,372.00	$ 1,653,545.00	1.42%	$ 34,066.00	$18,648	$15,418
1401	Clarendon 01	$ 129,310.00	$ 159,618.00	$ 288,928.00	0.25%	$ 5,952.00	$2,664	$3,288
1402	Clarendon 02	$ 427,355.00	$ 337,723.00	$ 765,078.00	0.66%	$ 15,762.00	$8,804	$6,958
1403	Clarendon 03	$ 124,579.00	$ 95,999.00	$ 220,578.00	0.19%	$ 4,544.00	$2,566	$1,978
1501	Colleton	$ 835,261.00	$ 668,166.00	$ 1,503,427.00	1.29%	$ 30,973.00	$17,208	$13,765
1601	Darlington	$ 1,354,606.00	$ 1,128,931.00	$ 2,483,537.00	2.14%	$ 51,165.00	$27,907	$23,258
1701	Dillon 01	$ 103,028.00	$ 93,837.00	$ 196,865.00	0.17%	$ 4,056.00	$2,123	$1,933
1702	Dillon 02	$ 559,294.00	$ 445,048.00	$ 1,004,342.00	0.86%	$ 20,691.00	$11,522	$9,169
1703	Dillon 03	$ 172,414.00	$ 137,133.00	$ 309,547.00	0.27%	$ 6,377.00	$3,552	$2,825
1802	Dorchester 02	$ 1,270,501.00	$ 872,380.00	$ 2,142,881.00	1.84%	$ 44,147.00	$26,174	$17,973
1804	Dorchester 04	$ 263,878.00	$ 253,015.00	$ 516,893.00	0.44%	$ 10,649.00	$5,436	$5,213

ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
1901	Edgefield	$ 438,394.00	$ 322,180.00	$ 760,574.00	0.65%	$ 15,669.00	$9,032	$6,637
2001	Fairfield	$ 467,305.00	$ 458,786.00	$ 926,091.00	0.80%	$ 19,079.00	$9,627	$9,452
2101	Florence 01	$ 1,626,893.00	$ 1,120,517.00	$ 2,747,410.00	2.36%	$ 56,601.00	$33,517	$23,084
2102	Florence 02	$ 128,785.00	$ 105,618.00	$ 234,403.00	0.20%	$ 4,829.00	$2,653	$2,176
2103	Florence 03	$ 586,628.00	$ 402,004.00	$ 988,632.00	0.85%	$ 20,367.00	$12,085	$8,282
2104	Florence 04	$ 144,028.00	$ 158,986.00	$ 303,014.00	0.26%	$ 6,243.00	$2,967	$3,276
2105	Florence 05	$ 149,285.00	$ 94,333.00	$ 243,618.00	0.21%	$ 5,019.00	$3,076	$1,943
2201	Georgetown	$ 1,097,562.00	$ 847,426.00	$ 1,944,988.00	1.67%	$ 40,070.00	$22,612	$17,458
2301	Greenville	$ 5,254,944.00	$ 3,596,464.00	$ 8,851,408.00	7.61%	$ 182,353.00	$108,260	$74,093
2450	Greenwood 50	$ 996,636.00	$ 711,332.00	$ 1,707,968.00	1.47%	$ 35,187.00	$20,532	$14,655
2451	Greenwood 51	$ 109,336.00	$ 81,480.00	$ 190,816.00	0.16%	$ 3,931.00	$2,252	$1,679
2452	Greenwood 52	$ 129,310.00	$ 106,035.00	$ 235,345.00	0.20%	$ 4,848.00	$2,664	$2,184
2501	Hampton 01	$ 303,302.00	$ 272,513.00	$ 575,815.00	0.50%	$ 11,863.00	$6,249	$5,614
2502	Hampton 02	$ 178,196.00	$ 161,905.00	$ 340,101.00	0.29%	$ 7,007.00	$3,671	$3,336
2601	Horry	$ 3,642,243.00	$ 2,012,742.00	$ 5,654,985.00	4.87%	$ 116,502.00	$75,036	$41,466
2701	Jasper	$ 498,318.00	$ 363,264.00	$ 861,582.00	0.74%	$ 17,750.00	$10,266	$7,484
2801	Kershaw	$ 899,916.00	$ 668,529.00	$ 1,568,445.00	1.35%	$ 32,312.00	$18,539	$13,773
2901	Lancaster	$ 986,123.00	$ 797,028.00	$ 1,783,151.00	1.53%	$ 36,736.00	$20,316	$16,420
3055	Laurens 55	$ 739,067.00	$ 450,366.00	$ 1,189,433.00	1.02%	$ 24,504.00	$15,226	$9,278
3056	Laurens 56	$ 348,507.00	$ 288,438.00	$ 636,945.00	0.55%	$ 13,122.00	$7,180	$5,942
3101	Lee	$ 418,945.00	$ 384,455.00	$ 803,400.00	0.69%	$ 16,551.00	$8,631	$7,920
3201	Lexington 01	$ 1,095,985.00	$ 665,564.00	$ 1,761,549.00	1.52%	$ 36,291.00	$22,579	$13,712
3202	Lexington 02	$ 961,943.00	$ 606,688.00	$ 1,568,631.00	1.35%	$ 32,316.00	$19,817	$12,499
3203	Lexington 03	$ 231,287.00	$ 177,594.00	$ 408,881.00	0.35%	$ 8,424.00	$4,765	$3,659
3204	Lexington 04	$ 433,137.00	$ 231,228.00	$ 664,365.00	0.57%	$ 13,687.00	$8,923	$4,764
3205	Lexington 05	$ 659,168.00	$ 511,618.00	$ 1,170,786.00	1.01%	$ 24,120.00	$13,580	$10,540
3301	McCormick	$ 110,912.00	$ 144,513.00	$ 255,425.00	0.22%	$ 5,262.00	$2,285	$2,977
3401	Marion 01	$ 389,508.00	$ 318,759.00	$ 708,267.00	0.61%	$ 14,591.00	$8,024	$6,567
3402	Marion 02	$ 290,685.00	$ 277,314.00	$ 567,999.00	0.49%	$ 11,702.00	$5,989	$5,713
3407	Marion 07	$ 111,438.00	$ 117,749.00	$ 229,187.00	0.20%	$ 4,718.00	$2,294	$2,424
3501	Marlboro	$ 660,744.00	$ 676,432.00	$ 1,337,176.00	1.15%	$ 27,548.00	$13,612	$13,936
3601	Newberry	$ 680,193.00	$ 466,073.00	$ 1,146,266.00	0.99%	$ 23,615.00	$14,013	$9,602
3701	Oconee	$ 998,739.00	$ 723,794.00	$ 1,722,533.00	1.48%	$ 35,487.00	$20,576	$14,911
3803	Orangeburg 03	$ 464,677.00	$ 380,623.00	$ 845,300.00	0.73%	$ 17,415.00	$9,573	$7,842

ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
3804	Orangeburg 04	$ 474,139.00	$ 349,179.00	$ 823,318.00	0.71%	$ 16,962.00	$9,768	$7,194
3805	Orangeburg 05	$ 1,009,778.00	$ 768,179.00	$ 1,777,957.00	1.53%	$ 36,629.00	$20,803	$15,826
3901	Pickens	$ 1,282,591.00	$ 954,040.00	$ 2,236,631.00	1.92%	$ 46,078.00	$26,423	$19,655
4001	Richland 01	$ 2,970,986.00	$ 2,537,603.00	$ 5,508,589.00	4.74%	$ 113,486.00	$61,207	$52,279
4002	Richland 02	$ 1,609,021.00	$ 1,057,551.00	$ 2,666,572.00	2.29%	$ 54,936.00	$33,149	$21,787
4101	Saluda	$ 260,198.00	$ 212,427.00	$ 472,625.00	0.41%	$ 9,737.00	$5,361	$4,376
4201	Spartanburg 01	$ 403,175.00	$ 274,289.00	$ 677,464.00	0.58%	$ 13,957.00	$8,306	$5,651
4202	Spartanburg 02	$ 763,772.00	$ 460,444.00	$ 1,224,216.00	1.05%	$ 25,221.00	$15,735	$9,486
4203	Spartanburg 03	$ 289,109.00	$ 201,428.00	$ 490,537.00	0.42%	$ 10,106.00	$5,956	$4,150
4204	Spartanburg 04	$ 279,647.00	$ 190,684.00	$ 470,331.00	0.40%	$ 9,690.00	$5,761	$3,929
4205	Spartanburg 05	$ 501,472.00	$ 349,353.00	$ 850,825.00	0.73%	$ 17,528.00	$10,331	$7,197
4206	Spartanburg 06	$ 889,403.00	$ 604,253.00	$ 1,493,656.00	1.29%	$ 30,772.00	$18,323	$12,449
4207	Spartanburg 07	$ 858,390.00	$ 625,267.00	$ 1,483,657.00	1.28%	$ 30,566.00	$17,684	$12,882
4302	Sumter 02	$ 1,154,858.00	$ 862,744.00	$ 2,017,602.00	1.74%	$ 41,566.00	$23,792	$17,774
4317	Sumter 17	$ 1,099,664.00	$ 848,395.00	$ 1,948,059.00	1.68%	$ 40,133.00	$22,655	$17,478
4401	Union	$ 526,178.00	$ 384,130.00	$ 910,308.00	0.78%	$ 18,754.00	$10,840	$7,914
4501	Williamsburg	$ 824,223.00	$ 677,508.00	$ 1,501,731.00	1.29%	$ 30,938.00	$16,980	$13,958
4601	York 01	$ 487,805.00	$ 325,396.00	$ 813,201.00	0.70%	$ 16,753.00	$10,049	$6,704
4602	York 02	$ 289,634.00	$ 220,913.00	$ 510,547.00	0.44%	$ 10,518.00	$5,967	$4,551
4603	York 03	$ 1,436,607.00	$ 932,171.00	$ 2,368,778.00	2.04%	$ 48,801.00	$29,597	$19,204
4604	York 04	$ 261,249.00	$ 176,617.00	$ 437,866.00	0.38%	$ 9,021.00	$5,382	$3,639
5208	DJJ	$ -	$ 273,481.00	$ 273,481.00	0.24%	$ 5,634.00	$0	$5,634
5209	Corrections	$ -	$ 105,588.00	$ 105,588.00	0.09%	$ 2,175.00	$0	$2,175
		$ 66,834,557.00	**$ 49,402,019.00**	**$ 116,236,576.00**	**100.00%**	**$ 2,394,656**	**$ 1,376,894**	**$ 1,017,762**

Summary of Proviso Changes for FY2008-09
As Approved by the House of Representatives and the Senate
Fiscal Year 2008-09 General Appropriations Bill, H.4800
(References are also made to the Governor's Recommendations)

Provisos Recommended by EOC and Acted upon by the House and Senate:

1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40.

EOC Recommendation: Amend provisos to delete duplicative reporting requirements for several EIA programs. The EOC has statutory responsibility to, among other tasks, make programmatic and funding recommendations to the General Assembly, to report annually to the General Assembly, Board of Education and public on the progress and needed changes to the EAA and EIA, and to monitor and evaluate the functioning of the public education system. To provide meaningful information and to attain the greatest return on investments of resources, the EOC would like to construct comprehensive program evaluations and report over a three-year period on programs and services. In addition the EOC has undertaken an online programmatic and budgetary survey that will provide consistent information on all EIA and EAA programs. The results of the survey are available for public review on the EOC website.

House and Senate: Concurred with EOC recommendations and amended Provisos 1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40 accordingly.

1A.42. (SDE-EIA: Technical Assistance)

EOC Recommendation: To amend 1A.42. to guarantee that each school with an absolute rating of below average would receive a minimum allocation of $75,000 for technical assistance, and each school with an absolute rating of unsatisfactory, a minimum of $250,000. The South Carolina Department of Education (SCDE) would then allocate approximately $15.0 million in additional discretionary funds to these schools based upon the severity of the problems and the likelihood of positively impacting student academic achievement. SCDE will provide regional workshops to assist schools in designing school renewal plans and selecting intervention strategies. The proviso would require the chairman of the local school board, the superintendent and the principal of each underperforming school to attend at least one of these workshops. The proviso also requires schools and districts to submit information to the EOC or SCDE as needed to determine effective use. By October 1 SCDE will also report to the EOC, delineate the reasons why schools have had an absolute rating of unsatisfactory or below average for the past four years.

House: Concurred with EOC recommendations and amended 1A.42. accordingly.

Senate: Concurred with EOC recommendations and added a sentence that the South Carolina Department of Education may retain up to $5.0 million of EAA technical

assistance funds to create an innovation grant program to assist schools in implementing strategies demonstrated for yielding strong student achievement.

1A.56. (SDE-EIA: Teacher Recruitment/Retention Task Force)

EOC Recommendation: Delete Proviso 1A.56. in its entirety because the Teacher Recruitment and Retention Task Force had completed its work and submitted a report.

Governor: Concurred with EOC recommendation and deleted proviso

House and Senate: Concurred with EOC recommendation and deleted proviso 1A.56.

1A.60. (SDE-EIA: 3 Year Technical Assistance Plan)

EOC Recommendation: Delete the following proviso in its entirety. If not deleted the proviso would set up a tiered system of technical assistance whereby schools would be funded at different levels.

House and Senate: Concurred with EOC recommendation and deleted proviso 1A.60.

1A.61. (SDE-EIA: XI.E.1-Public Choice Innovation Schools)

EOC Recommendation: Amend the proviso to address implementation issues regarding the first year of the program's operation.

House: Deleted the proviso in its entirety and funding for the program.

Senate: Like the House, deleted the program but did allow funds from current fiscal year to be carried forward into Fiscal Year 2008-09.

Provisos Recommended by EOC but NOT Recommended by Senate or House:

1. Closing the Gap Award Proviso-- To focus more public attention on the significant academic achievement of schools that are achieving academic success and are closing the achievement gap, the EOC would recommend increasing the appropriation for Palmetto Gold and Silver and including a special recognition for schools that close the achievement gap. The schools would be identified and recognized by the EOC and receive a $5,000 reward.

2. Report on Educational Services to Children with Special Needs and Disabilities – The EOC recommended a report on programs for students with special needs and

disabilities to provide the necessary data to review the weights for students with disabilities under the EFA and to determine the resource needs of the program.

3. Consolidation of several programs and line items to focus on Reading Achievement – The EOC had recommended the consolidation of several line items into one line item focusing on improving reading proficiency of students in all grades and across the four content areas. Research has documented that the ability to read proficiently is a fundamental skill affecting a student's learning experiences and school performance. Research also demonstrates that students who are competent readers perform better in other subjects like math, science and social studies and are more likely to graduate from high school.

Other Changes to EFA, EAA, EIA and CDEPP as Recommended by the House and Senate:

1.3. (**SDE: EFA Formula/Base Student Cost Inflation Factor)**

Governor, House and Senate: Amended to increase base student cost from $2,476 to $2,578.

1.45. and 1A.44. (SDE: School Districts and Special Schools Flexibility)

House: Amended to require districts to provide Public Charter Schools information on the per pupil allocation for each categorical program prior to transferring any funds pursuant to the flexibility provisos.

Senate: Adopted the House change and added language that for Fiscal Year 2008-09 school districts are not required to meet the local financial effort requirements of Section 59-21-1030.

1.50. and 1A.28. (SDE: National Board Certification Incentive)

House and Senate: Amended to clarify that teachers must be US citizens or permanent resident aliens. Also amended to clarify that teachers who apply for National Board certification but who fail to obtain certification may be eligible for full forgiveness of the loan accordingly: one-half of the loan principal amount and interest upon submission of all required materials for certification and the remainder forgiven at the rate of 33% for each year of full-time teaching in the same school regardless of whether the schools rating improves to average or better during the forgiveness period or whether the individual teaches in another school with an absolute rating of below average or unsatisfactory.

Governor: Amended to sunset the program. Governor recommended that the program not make any loans in Fiscal Year 2008-08 and that teachers applying

for and receiving certification on or after July 1, 2007 would not receive state salary supplement.

1.64. (SDE: Child Development Education Pilot Program)

House: Amended to update fiscal years and to increase per child reimbursement for instruction from $3,931 to $4,093.

Senate: Deleted the proviso in its entire and inserted language of S.815 which was given third reading in the Senate on April 23, 2008.

1.66. (SDE: 0 to 4 Year Old Standards)

House and Senate: Deleted proviso requiring task force to develop quality standards for programs serving children ages 0 to 4 because the report has been published.

1.72. and 1A.59. (SDE: Formative Reading Assessment)

House and Senate: Amended to allow districts to utilize state, local and federal funding for formative reading assessments that have been approved for use by the SCDE in lieu of using the State Board approved formative reading assessments for grades one and two.

1.73. (SDE: Child Development Education Pilot Program-4 Year Olds)

House: Amended to carry forward at least $5.0 million in CDEPP funds from the current fiscal year to be used for CDEPP in 2008-09 as coordinated by the Office of First Steps and the South Carolina Department of Education.

Senate: Amended to expressly allocate $3.2 million to First Steps for CDEPP and the remaining funds to SCDE. The proviso stipulates that enrollment based on December 1, 2008 counts will be used to reallocate funds from OFS to SCDE if needed.

Governor: Also recommended carrying forward unexpended funds from current fiscal year to Fiscal Year 2008-09.

1.74. (SDE: Physical Education Assessment Program)

House and Senate: Amended to require SCDE to review and revise the physical education standards and physical education assessment with field testing in school year 2008-09.

1.77. (SDE: Prohibit Advertising on School Buses)

House: Added to prevent SCDE and school districts from selling advertisement space on school buses.

Senate: Deleted proviso.

1.78. (SDE: Transfer Funding for EFA)

House: Added a new proviso stating that the State Treasurer will transfer from the Homestead Exemption Fund to the EFA reserve fun sufficient monies to provide that each school district will receive at least the same amount of funding under the EFA in FY2008-09 as it received in FY2007-08.

Senate: Deleted proviso

1.79. (SDE: Technical Assistance)

House: Added a new proviso to say that schools which receive individual report cards yet share a school identification number and would receive less technical assistance funding in Fiscal Year 2009 than in Fiscal Year 2008 will receive technical assistance funding based on the two separate report card ratings. These schools may not receive more funding than they received in Fiscal Year 2008.

Senate: Deleted proviso

1.80. (SDE: Charter School Funding Schedule)

House: Added a new proviso stating that districts with locally approved charter schools will receive funds by the fifth day of student attendance at the beginning of each school year for those charter schools with approved incremental growth and expansion as provided in their charter application. Funding will be adjusted at the 45-day school count as is currently the case with the EFA. The proviso does not apply to schools approved and operating under the South Carolina Charter School District.

Senate: Amended the House proviso to clarify that SCDE must release fund to districts on behalf of their charter school no later than 15 days after receipt of verified student enrollment. Then districts must provide the funding to the charter schools no later than 30 days after receipt from SCDE.

1A.18. (SDE-EIA: XI.C.2.-Teacher Salaries/SE Average)

House and Senate: Amended to reflect that the Southeastern average teacher salary is projected to be $47,004 up from $45,179 in FY08. It remains the intent of the General Assembly for the average teacher salary in SC to be $300 above the Southeastern average.

1A.20. (**SDE-EIA: XI.A.1-Work-Based Learning)**

House and Senate: Amended to clarify professional development opportunities to be provided for Work-Based Learning Programs.

1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy)

House: Amended to require the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues to submit a report to the Education Oversight Committee, the Department of Education, the Senate Finance Committee and the House Ways and Means Committee on the expenditure of the funds appropriated to the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues state-wide parental involvement programs.

Senate: Amended proviso to delete funding for the Accelerated Schools Project and the South Carolina Urban Leagues statewide parental Involvement program.

1A.33. (SDE-EIA: XI.C.2-Teacher Supplies)

House and Senate: Increased classroom teacher supply reimbursement rate from $250 to $275. The rate was $275 this fiscal year but funded with non-recurring, EIA cash balance funds. The additional cost, $1,715,000, for FY2008-09 was funded by the House through non-recurring funds.

1A.41. (SDE-EIA: Report Card Printing)

House: Amended the proviso to require the South Carolina Department of Education to condense the report card to a two-page executive summary that must include relevant school and district contact information, school and district ratings including longitudinal history, similar schools information, AYP information and NAEP information. All other required report card information must be made available on the school and district website, at the school and upon request.

Savings from condensing the report card will be allocated to the High Schools that Work program and school bus operations.

Senate: Ruled out of order; in violation of Senate Rule 24.

1A.62. (SDE-EIA: EIA Cash Balance)

Governor, House and Senate: Deleted proviso which allocated EIA cash balances. There no longer exists any balance of EIA funds.

Other Changes to EFA, EAA, EIA and CDEPP as Recommended by Senate ONLY:

1.21. (SDE: Mathematics and Science Unit of the Office of Curriculum and Standards)

Senate: Deleted proviso allocating $75,000 to the Charleston Science and Mathematics Center for curriculum development for the South Carolina Aquarium.

1.24. (SDE: Adult Education/Literacy)

Senate: Amended proviso to delete $2,000 in funds for adult education for the North Family Community School.

1.71. (SDE: Education Finance Act Reserve Fund)

Senate: Amended to extend EFA reserve fund to include employer contribution funds. All districts are essentially held harmless in the event that the index of taxpaying ability or errors in the distribution. No district will receive fewer funds in the current year than in the prior year except for changes in WPU counts. On the other hand, districts experiencing growth in WPUs will be compensated for the increase only if funds are available. The proviso limits all appropriations from the Reserve Fund to $12.0 million.

1.81. (SDE: Unexpended Star Academy Funds)

Senate: Added proviso allowing SCDE to transfer $585,000 to the Arts Commission for the Education, Arts and Cultural Tourism grants program and $615,00 to the Department of Probation, Parole and Pardon Services for the implementation of the Ignition Interlock Program from unexpended funds carried forward from the prior fiscal year for the Star Academy Dropout Prevention Program.

1A.4. (SDE-EIA: XI.A.1-Gifted & Talented/Jr. Academy of Science)

Senate: Deleted the proviso in its entirety which allocated $100,000 in Gifted and Talented funds to the Jr. Academy of Science

1A.10. (SDE-EIA: XI.A.4-Academic Assistance/Formula Funding & Distribution)

Senate: At request of EOC, changed formula of allocating Act 135 academic assistance funds to reflect current statewide testing program

1A.27. (SDE-EIA: XI.B.-Parenting/Family Literacy/Communities-in-Schools)

Senate: Deleted proviso allocating $200,000 to Communities in Schools.

1A.45. (SDE-EIA: Critical Geographic Area)

Senate: Ruled out of order; in violation of Senate Rule 24.

1A.47. (SDE-EIA: EAA Summer School, Grades 3-8)

Senate: Initial proviso ruled out of order because it violated Rule 24. Then an amended version of 1A.47. was adopted by the Senate. The revised version only stipulates how funds for summer school are allocated to districts based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Funds for the SC Afterschool Alliance were also deleted.

1A.64. (SDE-EIA: Accountability Program Implementation)

Senate: Added a proviso to allow the EOC to carry forward funds for administration of the EAA

OTHER:

Governor: Recommended adding a new proviso to implement the Palmetto Early Graduation Reward Program whereby students who graduated in six semesters from high school would receive a $2,000 scholarship and students who graduated in seven semesters, a $1,000 scholarship. An amendment to H.4800 was introduced to implement the Palmetto early Graduation Reward Program but not adopted by the House during floor debate on the appropriations bill.

EIA REVENUE PROJECTIONS FOR FY2008-09

FY2007-08 Appropriation Act	
Non-Recurring EIA Funds for Summer Schools	**$12,402,840**
Recurring EIA Funds (Base)	**$677,833,363**
TOTAL:	**$690,236,203**
FY2008-09	
BEA Revenue Estimate (August 2007)	**$658,161,423**
BEA Revenue Estimate (November 2007 and February 2008)	**$674,714,375**
BEA Revenue Estimate (April 2008)	**$644,714,375**
DIFFERENCE Over Recurring Base	**($33,118,988)**

	FY 2007-08 Mid-Year Budget Reduction
$659,875,000	**Revised FY2007-08 BEA Estimate**
$17,958,363	**Mid-Year Reduction**

RECOMMENDED EIA INCREASES/DECREASES FOR FY2008-09

Objective: Recruit, Prepare and Retain Quality Teachers	**BASE EIA APPROPRIATION**	**EOC Increase/Decrease**	**Governor Increase/Decrease:**	**House (As Amended 5/8/08) Increase/Decrease:**	**Senate Increase/Decrease:**	**Explanation:**
Center for Excellence to Prepare Teachers of Children of Poverty at Francis Marion University	**$0**	**$234,300**	**$0**	**$0**	**$0**	
National Board Certification - Based on 5,674 teachers receiving supplement and 1,200 new applicants in FY09. (General Fund appropriations for the program totaled $6,061,304 in FY08)	**$45,824,534**	**$2,460,879**	**$0**	**($200,186)**	**($200,186)**	**Governor: Increased general fund appropriation $2,738,062** **House and Senate: Increased general fund appropriation $2,359,273**
Teacher Salary Supplement for Special Schools	**$0**	**$988,726**	**$988,726**	**$944,000**	**$944,000**	
EIA Teacher Salary and Employer Contributions - To maintain average teacher salary at $300 above the SE average of $47,004 and fully fund EFA at $2,578 and 872,274 weighted pupil units, requires less EIA funds.	**$95,746,904**	**($3,304,567)**	**($3,822,037)**	**($2,918,802)**	**($2,918,802)**	
Center for Educator Recruitment, Retention and Advancement (CERRA) - To expand training of teachers serving as mentors or mentor leaders in districts. $150,000 to expand data collection and research functions to include National Board and student academic achievement data. (Base funding includes Teaching Fellows Program at $4.2 million)	**$5,454,014**	**$300,000**	**$0**	**($2,912)**	**($2,912)**	

Objective: Encourage Innovation and High Achievement	BASE EIA APPROPRIATION	Recommended Increase/Decrease	Governor Increase/Decrease:	House (As Amended 5/8/08) Increase/Decrease:	Senate Increase/Decrease:	Explanation:
Annualize Summer School Funding	$18,597,160	$12,402,840	$12,402,840	($1,082,913)	($1,082,913)	House and Senate: Allocated $12,000,000 in non-recurring funds
Increase appropriation for Palmetto Gold and Silver Program to reward gap-closing awards as identified and recognized by the EOC with $5,000 per school.	$3,000,000	$750,000	$0	($174,690)	($174,690)	
Increase funding for Gifted and Talented Education to reflect EFA inflationary increase of 4.12%	$35,854,420	$1,477,202	$0	($2,087,803)	($2,087,803)	
Fund second year of Public Choice Innovation Schools and evaluation. Estimate based on six innovation schools receiving $300,000 and an evaluation of the program by the EOC at $150,000. (Of appropriation, $200,000 is redirected to the Charter School District)	$2,560,000	$2,350,000	$0	($2,560,000)	($2,560,000)	House: Deleted funds and proviso Senate: Deleted funds and amended proviso to eliminate program but to allow carry forwards for FY2007-08 only
Fund Office of Innovation within the SC Department of Education as requested by SCDE (Program Manager II, Administrative Assistant, Statistical and Research Analyst III and Education Associate III)	$0	$300,516	$0	$0	$0	
Fund "Innovaluation" pilot programs per SCDE request (Total request was $2.0 million) - SCDE would evaluate and measure success of pilots and design expansion of programs for replication in other schools	$0	$1,000,000	$0	$0	$0	
Young Adult Education - Continue phase-in of funding for young adults ages 17 to 21 who did not earn a high school diploma (also requested by SCDE)	$1,600,000	$1,600,000	$0	($93,168)	($93,168)	Governor: No increase in general fund appropriations
School Libraries -- Last year the initial allocation was $1.0 million in non-recurring funds. Part of EOC recommendation to improve reading proficiency.	$0	$2,000,000	$0	$0	$0	
Centers of Excellence - Maintain existing full funding of six Centers and bring another Center into operation in FY09.	$721,101	$16,112	$0	($41,990)	($41,990)	

Objective: Simplify and Streamline Funding	BASE EIA APPROPRIATION	EOC Increase/Decrease	Governor Increase/Decrease:	House (As Amended 5/8/08) Increase/Decrease:	Senate Increase/Decrease:	Explanation:
Consolidate the following line item appropriations into one line item distributed by number of students in districts who are eligible for free/reduced price lunch program and/or Medicaid. The funds would only be expended on intervention strategies that improve reading proficiency across all content areas (English language arts, mathematics, science and social studies) and all grades. All districts would be held harmless so that no district would receive less funds in FY09 than it did in FY08. The hold harmless provision would be phased out over the next three years through revenue growth and increase in EFA.	**($192,589,708)**	**($192,589,708)**	**$0**	**$0**	**$0**	**Governor:** No consolidation of funds **House and Senate:** No consolidation of funds
Act 135 Academic Assistance ($120,436,476)						
Reduce Class Size ($35,047,429)						
Summer School (base plus annualization) ($31,000,000)						
Parent Support ($4,159,555)						
Family Literacy ($1,946,248)						
INTO: *Allocation to Districts to Improve Reading Proficiency* across all content areas (English language arts, mathematics, science and social studies) and grades		**$189,189,708**	**$0**	**$0**	**$0**	
Create separate line items XI.EIA.F.2. Other Agencies and Entities for:						
Accelerated Schools Project and eliminate Proviso 1A.26.	**$0**	**$200,000**	**$0**	**$0**	**$0**	
Delete provisos 1A.26. and 1A.27. and create a new proviso to allocate funds for the SC Urban Leagues Parental Involvement at $100,000, the SC Afterschool Alliance at $250,000 and the SC Communities-in-Schools at $200,000 which were funded from Parent Support/Family Literacy						
Create separate line item in SCDE for:						
Reading Recovery at $3,200,000 and eliminate Proviso 1A.11.	**$0**	**$3,200,000**	**$0**	**$0**	**$0**	
Consolidate the following EIA lines into one line item appropriation:						
Handicapped Student Services	**($4,205,017)**	**($4,205,017)**	**$0**	**($244,858)**	**($244,858)**	
P.L. 99-457 Preschool Children w/ Disabilities	**($3,973,584)**	**($3,973,584)**	**$0**	**($231,382)**	**($231,382)**	
Services for Students with Disabilities		**$8,178,601**	**$0**			
Eliminate Competitive Teacher Grant Program	**$1,287,044**	**($1,287,044)**	**($1,287,044)**	**($74,945)**	**($74,945)**	
Allocate funds for TECH Prep and High Schools that Work to the EEDA which is funded in the General Fund:						
TECH Prep	**($4,064,483)**	**($4,064,483)**	**($3,489,483)**	**($236,675)**	**($236,675)**	
High Schools that Work	**($1,000,000)**	**($1,000,000)**	**$0**	**($58,230)**	**($58,230)**	

Objective: Continue Implementation of EAA	BASE EIA APPROPRIATION	Recommended Increase/Decrease	Governor Increase/Decrease:	House (As Amended 5/8/08) Increase/Decrease:	Senate Increase/Decrease:	Explanation:
Technical Assistance -	**$81,102,688**	**$0**	**($9,955,839)**	**($4,722,610)**	**($4,722,610)**	
Minimum allocation of $250,000 per 156 Unsatisfactory Schools and $75,000 per 290 Below Average Schools						
Planning Grants of $570,000 ($10,000 per 57 schools)						
Additional Discretionary Funds of $15.0 million to schools with an absolute rating of Below Average or Unsatisfactory based on severity of problems and likelihood of positively impacting student achievement						
National About Face Program ($930,000 per proviso)						
5% to SCDE ($3,862,688)						
External Review Teams: 101 teams for continuing Unsatisfactory schools at $24,304 ($2,454,704) and 55 ERTS and liaisons for new Unsatisfactory schools at a cost per school of $14,291 ($786,005) (No increase for FTEs as requested; support costs included $208,000	**$1,372,000**	**$2,076,709**	**$2,043,849**	**($79,892)**	**($79,892)**	
School Improvement Council	**$200,918**	**$37,500**	**$0**	**($11,699)**	**($11,699)**	
Assessment -						
1. Fund formative assessments for 300,000 students in grades 3 through 8 at $12 per student (up from $9 this year). SCDE requested $14.4 million or $24 per student. Base appropriation is $3,950,000 in General Funds.		**$1,000,000**	**$0**	**($1,200,186)**	**($1,200,186)**	**House and Senate: Allocated an additional $1.0 million in non-recurring funds**
2. Career and Technology Education (CATE) Technical Skill Assessments - Starting in 2008-09 skill assessments required by federal legislation (Perkins Act of 2006); Recommended last year by EOC but not funded	**$0**	**$800,000**	**$0**	**$0**	**$0**	
Data Collection - No increase for FY2008-09	**$2,966,490**	**$0**	**$0**	**($95,407)**	**($95,407)**	
Student Identifier	**$0**	**$0**	**$0**	**($77,332)**	**($77,332)**	
Report Cards				**($56,588)**	**($56,588)**	
Professional Development NSF Grants				**($168,889)**	**($168,889)**	
Professional Development				**($407,610)**	**($407,610)**	
Reduce Class Size				**($2,040,812)**	**($2,040,812)**	
OTHER:						
South Carolina Charter Schools				**$470,885**	**$470,885**	
Teacher Supplies				**$907,906**	**$907,906**	**House and Senate: Reimbursement from $250 to $275 (funded in current year from non-recurring EIA funds)**

	BASE EIA APPROPRIATION	EOC Increase/Decrease	Governor Increase/Decrease:	House (As Amended 5/8/08) Increase/Decrease:	Senate Increase/Decrease:	Explanation:
SCDE Personal Service & Fringe	$596,511			($397,840)	($397,840)	
SCDE Other Operating Expenses	$600,559			($288,619)	($288,619)	
EOC:						
Administration	$1,363,370			($79,389)	($79,389)	
Family Involvement	$45,318			($2,639)	($2,639)	
Public Relations	$226,592			($13,194)	($13,194)	
Four-Year-Old Evaluation	$398,000			($23,176)	($23,176)	
Teacher Loan Program	$5,367,044			($312,523)	($312,523)	
First Steps	$2,000,000			($116,460)	($116,460)	
Service Learning Engagement	$65,000			($3,785)	($3,785)	
Teacher Recruitment Program	$5,871,014			($341,869)	($341,869)	
SC Geographic Alliance	$246,000			($14,325)	($14,325)	
Writing Improvement Network	$288,444			($16,796)	($16,796)	
Allocation EIA - Other Agencies	$159,301			($10,439)	($10,439)	
Instructional Materials	$23,278,783			($1,355,524)	($1,355,524)	
Principal Executive Institute	$906,370			($52,778)	($52,778)	
Teacher Quality Commission	$543,821			($31,667)	($31,667)	
4-Year-Old Bus Driver Salary & Fringe	$450,776			($26,249)	($26,249)	
Act 135 Academic Assistance	$113,405,273			($7,013,022)	($7,013,022)	
Adult Education	$12,677,703			($738,223)	($738,223)	
4- ear-Old Early Childhood Education	$21,832,678			($1,271,317)	($1,271,317)	
Advanced Placement	$3,970,000			($231,173)	($231,173)	
Arts Curricula	$3,963,520			($93,027)	($93,027)	
Critical Teaching Needs	$602,911			($35,108)	($35,108)	
Junior Scholars	$80,108			($13,029)	($13,029)	
Parental Support	$4,159,555			($242,211)	($242,211)	
Principal Salary Supplement	$3,098,123			($180,404)	($180,404)	
Alternative Schools	$11,688,777			($680,637)	($680,637)	
Credits High School Diploma	$23,632,801			($1,376,138)	($1,376,138)	
Family Literacy	$1,946,248			($113,330)	($113,330)	
Governor's Institute of Reading	$2,962,874			($172,528)	($172,528)	
Middle School Initiative	$4,937,500			($287,511)	($287,511)	
Modernize Vocational Equipment	$3,963,520			($230,796)	($230,796)	
Teacher of the Year	$166,102			($9,672)	($9,672)	
K-12 Technology Initiative	$13,683,697			($796,802)	($796,802)	
TOTAL Recommendations:		$20,138,690	($3,118,988)	($33,118,988)	($33,118,988)	
Fund Instructional Materials/Textbooks in General Fund not EIA		($23,278,783)	$0	$0		
Net Decrease:		($3,140,093)	($3,118,988)	($33,118,988)		
NET BALANCE:		($29,978,895)	($3,118,988)	($33,118,988)		

Lottery Recommendation: Funds allocated for K-5 and 6-8 Reading, Math, Science & Social Studies Programs which totaled $49,614,527 in FY08 should be targeted solely on improving reading proficiency across all content areas (English language arts, mathematics, science and social studies) in all grades.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: June 9, 2008

INFORMATION
On April 11, 2008, the EOC approved the SC Literacy Champions project, an awards program designed to recognize postsecondary support of reading/literacy initiatives in South Carolina through Parents and Adults Inspiring Reading Success (PAIRS). An advisory group provided assistance in the development of the application for the annual award.

PURPOSE/AUTHORITY
The preamble to the EAA, calls for the "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community" (Section 59-18-100).

CRITICAL FACTS
As part of the EOC's objective to strengthen the teaching of reading, Parents and Adults Inspiring Reading Success (PAIRS) began in February 2005. PAIRS is designed to provide the catalyst to encourage and support the achievement of grade level reading literacy for every child in South Carolina.

The SC Literacy Champions project is designed to achieve two objectives:
1. Promote sustainable models of higher education/K-12 public school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

TIMELINE/REVIEW PROCESS
Timeline attached

ECONOMIC IMPACT FOR EOC

Cost: $3,500 budgeted in current fiscal year

Fund/Source: Public Awareness

ACTION REQUEST

X☐ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

2009 South Carolina Literacy Champions Award

Recipients of the 2009 SC Literacy Champions Award will be announced in August 2009. Nominations will be accepted until June 20, 2009.

About the Award
Research shows that if a student cannot read on a proficient level in the eighth grade, he only has a 50 percent chance of graduating from high school on time.

The data related to reading in South Carolina are troublesome and underscore the need to support literacy activities that reinforce and enhance what is learned in school. The SC Education Oversight Committee (EOC) supports activities that make reading a priority in the lives of young people and place particular emphasis on increasing academic achievement. Furthermore, the EOC recognizes the potential impact service learning within post-secondary institutions can have on student literacy as universities work to address community needs.

The SC Education Oversight Committee created the South Carolina Literacy Champions Award to recognize successful service-learning programs within postsecondary institutions focused on building reading skills among SC public school students in grades K-12.

The annual award recognizes up to three service learning programs within SC postsecondary institutions that have had a significant impact on increasing literacy among K-12 public school students. Each award will be acknowledged with:

- A $10,000 grant to be used for expanding the awarded program, and
- Recognition at a meeting of the SC Education Oversight Committee

Eligibility

- The award is open to programs within all in-state degree-granting postsecondary institutions (public, private, technical colleges and universities.)
- Programs cannot be eligible for the award two consecutive years.
- A program can be considered after follow-up year if it can provide evidence that program has grown from providing *direct* services to adding either *indirect* services or *advocacy*.

Award criteria
To be a candidate for the award, a program should have a strong combination of the following components:

- Collaboration between the higher-ed program and a SC public school/school district serving students in grades K-12.
- Impact on identified needs of K-12 students specific to literacy.
- Data-informed planning and decision-making.
- Integration of grade-level standards for K-12 participants.
- An optimal blend of learning, research, and/or service for higher education participants.
- Documentation of measurable outcomes.
- Efforts to enlist other collaborators (e.g. businesses, civic organizations, out-of-school-time programs, government agencies, faith-based institutions, etc.)

- Promise of sustainability.

A selection committee composed of representatives from communities, higher education, K-12, business, and government organizations will select the finalists and winners of the South Carolina Literacy Champions Award. The committee will make its selection based on the combined merits of each program, giving careful consideration to how closely the program applicants match the award guidelines. Members of the selection committee will visit finalist programs in May 2009.

Application requirements
All materials must be submitted by 5:00 PM on Friday, June 20, 2009. Submit originals with signatures to Dana Yow, Director of Communications, SC Education Oversight Committee, P.O. Box 11867, Columbia, SC 29211.

Complete submissions include:

- A complete application form. (Note: Essential and supporting evidence presented in the application may include a variety of items in text or graphic forms. There are no limitations on these forms of evidence other than that they be legible. Reviewers will have access to VCRs, DVD players, tape players, computers, and the Internet.)
- Three letters of support (one letter from postsecondary institution and one from K-12 public school/district served are required.)

Application Form

Post-secondary institution name:_____

Campus Liaison Name (see a full list online):_____

Program Information

Program name: _____

Address:_____

_____

Phone:_____

E-mail:_____

Applicant Information

Applicant contact (individual within program):_____

Address:_____

_____

Phone:_____

E-mail:_____

Signature

I certify that the information contained in this application is true and accurate to the best of my knowledge. I understand that if selected as a South Carolina Literacy Champion, our program will be a "South Carolina Literacy Ambassador" and will have a role in assisting and supporting other postsecondary institutions in developing and enhancing similar programs as well as helping to raise awareness of literacy in SC. We also grant the South Carolina Education Oversight Committee and the SC Press Association, the project's statewide media partner, the use of information contained in application for informational, educational and public awareness purposes.

Signature:_____

Date:_____

Program Information

(Note: You may attach additional sheets of paper in responding to any of the questions below. Each question should be addressed separately. Do not put your response in essay format.)

1. Provide detailed description and history of program. Describe the nature of students' service activities and the number of hours higher education students spend with K-12 students.

2. Describe the student population the program serves. How many students in the community does the program impact? Is it a community of high need (poverty index, Title 1 eligible)?

3. Describe how the program addresses literacy with K-12 student population. Provide examples of specific programming.

4. Describe the way the program is structured and the way activities are integrated with age-appropriate academic standards. Additionally, describe how the program uses data to plan and make decisions. (Note: Additional information on integrating standards and using data is available online.)

5. Explain how your program addresses the four “pillars” of service learning (plan, act, reflect/evaluate, and celebrate).

6. Provide specific evidence of impact and outcomes. How does this program improve literacy skills of students?

7. Describe how your program is addressing sustainability. Are you actively recruiting others to continue the program's mission; does your program incorporate fundraising efforts?

8. Describe how your program works with others in the community (e.g. businesses, civic groups, out-of-school time programs, etc.)

9. Please include a budget abstract in your submission briefly addressing how the grant funding will be used if the program is recognized as a South Carolina Literacy Champion. *(Note: Funds should go back into awarded programs and should not be used for student or faculty stipends or financial incentives.)*

Mail completed application form to:

Dana Yow, Director of Communications
South Carolina Education Oversight Committee
P.O. Box 11867
Columbia, SC 29211

Direct any questions concerning this award or procedure to Ms. Yow at 803-734-6164, danay@eoc.sc.gov.

PAIRS
Parents & Adults Inspiring Reading Success
a project of SC's daily newspapers, administered by the SC Education Oversight Committee

SC Literacy Champions is designed to recognize successful college service-learning programs which build reading skills among K-12 students.

Reading: a critical skill for the 21st century

Nationally:

- Less than one-third of 13-year-olds are daily readers, a 14 percent decline from 20 years earlier.
- Nineteen percent of 17-year-olds consider themselves "non-readers."
- On average, Americans ages 15 to 24 spend almost two hours a day watching TV, and only seven minutes of their daily leisure time on reading.
- Reading scores for 12th graders (NAEP, 2005) fell significantly from 1992 to 2005, with the sharpest declines among lower-level readers.

In South Carolina:

- From 2006 to 2007, over half of schools (57 percent) experienced declines in English Language Arts performance on the Palmetto Achievement Challenge Test (PACT).
- On the 2007 National Assessment of Education Progress (NAEP), SC's ranking among states on the reading portion of the test is 42nd for 4th grade reading; 41st for 8th grade reading.

Research conducted by the EOC, independently or in collaboration with other entities, confirms the following:

- If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.
- Performance on reading measures is directly linked to performance on measures of mathematics, science, and social studies.
- The closer the relationship between school goals and home goals and the trust built between families and educators are more predictive of student outcomes than economic status.

If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.

-"The Relationship between Reading Proficiency and High School Graduation Rates in South Carolina", 2005 (http://scpairs.sc.gov).

South Carolina Press Association

Statewide Media Partner of SC Literacy Champions

Service Learning

Service-Learning is an educational strategy under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs.

Its Impact *

- ***Students*** – Studies show that when service-learning is explicitly connected to curriculum, young people make gains on achievement tests, complete their homework more often, and increase their grade point averages. Service-learning is associated with both increased attendance and reduced dropout rates. In comparison with peers, students who engage in service-learning show less alienation and exhibit fewer behavior problems. Students who engage in service-learning activities increase their knowledge of community needs, become committed to an ethic of service, and develop a more sophisticated understanding of politics and morality.

- ***Schools*** – *Learn and Serve*, affiliated with the Corporation for National and Community Service, has summarized research on the impact of service-learning on participating K-12 students. The 2007 research shows that students who participated in service-learning scored higher than non-participating students, particularly in social studies, writing, and English Language Arts. They were found to be more cognitively engaged and more motivated to learn. Additional research shows that, as a result of service-learning, teachers and students tend to become more cohesive as a group. Students report feeling more connected to their school, while teachers report having more and deeper conversations about teaching and learning, and how learning best occurs.

- ***Communities*** – Service-learning strengthens the connection between communities and their schools. Studies show that community members who participate as partners in service-learning tend to change their perception of young people, viewing them as important resources and contributors. They also gain by being direct recipients of service. One study found that on average participants produced service valued at four times the program costs.

South Carolina Literacy Champions

Recognizing Student Success Through Service

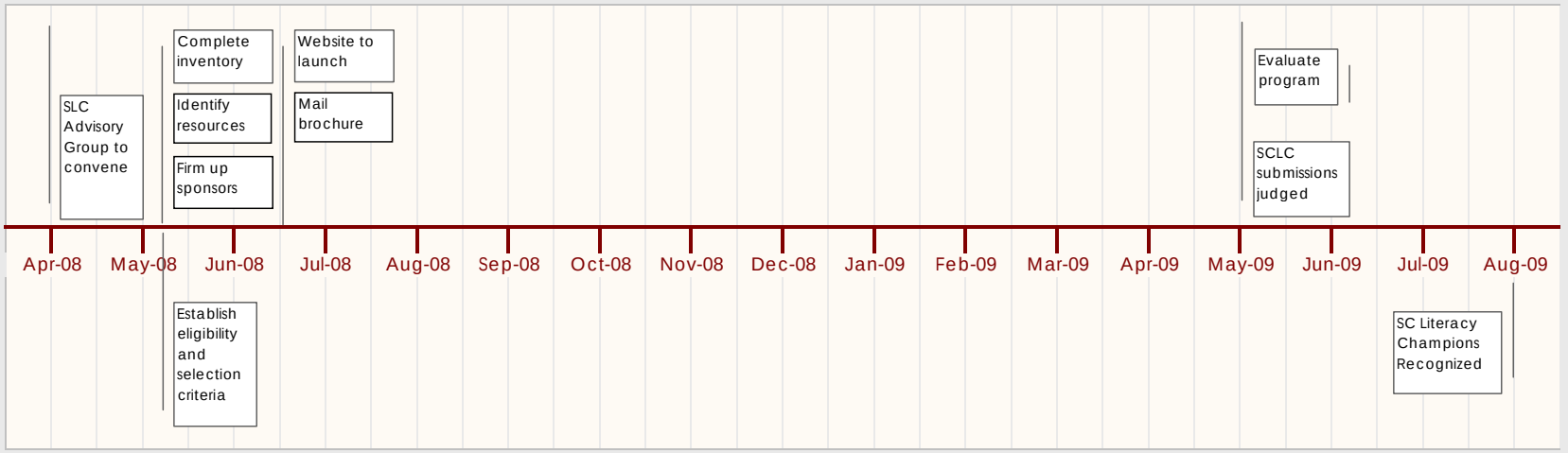
- South Carolina Literacy Champions is a recognition program designed to promote sustainable models of post-secondary education / K-12 school partnerships as a means to boost student reading achievement.

- Through the work of an advisory board, successful service learning programs within post-secondary institutions (public, private, and technical colleges) that are building reading skills among students in grades K-12 will be recognized annually for their work.

Help us to tap into the potential that exists when young people work to enrich the learning of children!
For additional information about South Carolina Literacy Champions, contact Dana Yow at the South Carolina Education Oversight Committee (phone: 803.734.6164, e-mail: danay@eoc.sc.gov).

** Data compiled from Corporation for National and Community Service (http://www.servicelearning.org/filemanager/download/S-L_Impacts_K-12_Fact_Sheet.pdf) and Learning in Deed: National Commission Final Report (http://www.learningindeed.org/slcommission/report.html).*

SC Literacy Champions Timeline



EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: June 9, 2008

REPORT/RECOMMENDATION
2007 Parent Survey
Recommendation: Receive the report as information.

PURPOSE/AUTHORITY
Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

CRITICAL FACTS
The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The 2007 report represents the first in a triennial evaluation design. While the EOC will continue to report annually on the results of the parent survey, every three years the EOC will conduct an in-depth analysis into the survey and provide specific policy recommendations. For the first triennial evaluation, the 2007 report analyzed the results of the parent survey accordingly: (1) total responses; (2) responses by school type (parents of children attending elementary, middle and high schools; and (3) responses by the 2007 absolute rating of the school. A second component of the 2007 report includes reliability, correlation and multiple regression analyses to compare the teacher and parent survey responses in 2007 to determine the degree to which parent and teacher satisfaction variables correlated with the absolute index of the school and the statistical predictions between the parent/teacher satisfaction variables and the school absolute index.

TIMELINE/REVIEW PROCESS

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☐ **For approval** ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

Results and Analyses of the 2007 Parent Survey

SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

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Acknowledgements

The Education Oversight Committee acknowledges the ongoing assistance of Cynthia Hearn of the South Carolina Department of Education in providing data, timely updates and information on the annual administration of the parent survey.

Executive Summary

The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act and the Parental Involvement in Their Children's Education Act. Since 2002 the South Carolina Department of Education has administered the parent survey statewide to collect information on parental involvement and document on the annual school report cards parent satisfaction of the learning environment, home and school relations and social and physical environment of their child's school. Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." Using the results of the parent survey, the EOC first issued a report in 2002 and subsequent annual reports in 2003, 2004, 2005 and 2006. The basic components of each report have remained the same over the continuum of reports though there have been different research questions analyzed each year.

The 2007 report represents the first in a triennial evaluation design. While the EOC will continue to report annually on the results of the parent survey, every three years the EOC will conduct an in-depth analysis into the survey and provide specific policy recommendations. For the first triennial evaluation, the 2007 report analyzed the results of the parent survey accordingly: (1) total responses; (2) responses by school type (parents of children attending elementary, middle and high schools; and (3) responses by the 2007 absolute rating of the school.

The 2007 report finds that parent satisfaction levels increased to a six-year high for all three indicators -- learning environment, home and school relations and social and physical environment of their child's school. Parents whose child attended an elementary school expressed greater satisfaction with all three indicators than parents whose child attended a middle or high school. Parent satisfaction improved as the absolute performance rating of the school improved and declined as the absolute performance rating of the school declined. Parents continued to express concern with student behavior at their child's school with parents whose child attended a school with an absolute rating of Unsatisfactory more than twice as likely to feel that students misbehaved in school as compared to parents whose child attended a school with an Excellent rating. As in prior years, less than half of the parents believed that their child's school considered changes based on what parents say. The percentage was greatest, 55%, for parents whose child attended a school with an absolute rating of Excellent. Finally, parents in 2007 reported levels of parental involvement comparable to prior surveys with over 78% attending open houses or parent-teacher conferences and 93% reporting helping their child with homework. The biggest obstacle to parental involvement is again work schedules.

A second component of the 2007 report includes reliability, correlation and multiple regression analyses to compare the teacher and parent survey responses in 2007 to determine the degree to which parent and teacher satisfaction variables correlated with the absolute index of the school and the statistical predictions between the parent/teacher satisfaction variables and the school absolute index. The report found that the questions on both the parent and teacher surveys consistently and reliably measured parent and teacher satisfaction with each construct (learning environment, home and school relations and social and physical environment), but were significantly stronger in the teacher survey. The correlation analysis suggested that parents who have children in schools with higher absolute school indices and teachers employed in schools with higher absolute school indices tended to be satisfied with the learning environment, home and school relations, and the social and physical environment. The multiple regression analysis provided contrasting information. For parents, all three indicators were significant predictors of an elementary, middle or high school's absolute index when analyzed separately to control for multicollinearity. However, parent satisfaction of the social and physical environment is the strongest predictor of the absolute school index. Parent satisfaction with all three indicators explained 49% of the variance in the absolute index of elementary schools, 57% in middle, and 30% in high schools. On the other hand, for teachers, the teacher survey had different results. Teacher satisfaction with home and school relations was a predictor of a middle and high school's absolute index. Teacher satisfaction with the learning environment and home and school relations was a predictor of an elementary school's absolute index. Teacher satisfaction with the social and physical environment was <u>not</u> a predictor of a school's absolute index. Furthermore, teacher satisfaction with home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations. Teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

Based on the above analyses, the EOC would recommend the following policy changes. First, school districts and schools should reinvigorate their efforts at increasing survey responses. To increase the response rate, the South Carolina Department of Education should mail the parent surveys directly to parents and include a pre-addressed business reply mail envelope for parents to use to return the completed survey. Efforts to improve response rates among economically disadvantaged parents should also be taken at both the state and local levels.

While parent satisfaction with public schools is at a six-year high, the 2007 parent survey responses pointed out two areas of consistent concern for parents that impact student academic achievement and parental involvement efforts. Responses to the 2007 parent survey document that student behavior continues to be a concern for parents. Parents whose child attended a school with an absolute rating of Unsatisfactory were more than twice as likely to express concern with student behavior as were parents whose child attended an Excellent school. School reform efforts in underperforming schools should include professional development and technical assistance strategies to evaluate and improve student behavior. All schools should focus on building home and school relations that value and address parental concerns and suggestions. Such schools tend to have higher academic achievement.

Based on analyses of the 2007 parent and teachers surveys, from the perspective of teachers, improving home and school relations in all schools and the learning environment in elementary schools would contribute to higher student academic achievement. For parents, improving the social and physical environment of their child's school would contribute to higher student academic achievement. Consequently, school renewal plans, technical assistance and professional development in schools should include strategies to develop stronger parent, school and teacher relationships and to improve the social and physical environment of schools. Other initiatives should address school safety and student discipline problems. Initiatives that reinforce high expectations for learning and that provide information to parents on what their child should be learning would reinforce efforts to improve student achievement.

To assist school districts and schools in addressing the issues raised in this report, the Governor and General Assembly should provide funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act. The South Carolina Department of Education technical assistance to underperforming schools should assist schools in evaluating the results of their parent and teacher surveys and in designing strategies to address weaknesses in the three indicators – learning environment, home and school relations and social and physical environment. The South Carolina Department of Education should also provide the results of the parent survey, as well as teacher and student surveys, directly to each school district, school principal and the chair of each school improvement council. Principals and school improvement councils should identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents and address issues of concern to teachers, parents and students.

PART ONE

Background

Since 2002 South Carolina has collected information on parental involvement and documented parent perceptions of their child's school on the annual school report cards. Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Annually, the EOC has issued a report documenting the results of the parent survey. The annual report focuses on two specific areas: (1) parent perceptions or satisfaction levels with schools; and (2) parental involvement activities as self-reported by parents. Copies of prior reports can be downloaded at www.eoc.sc.gov.

Between 2002 and 2006, the parent surveys have documented the following concerning the respondents, their satisfaction with their child's school and parental involvement activities as self-reported by the parents.

- The number of parent surveys returned each year has steadily increased.

- While the parents who complete the survey are typically different individuals each year, the typical parent completing the survey is a white female who has a child in elementary school making mostly A's and B's on his or her report card. The parents participating in the survey are more likely to have obtained an associate or baccalaureate degree and/or to have postgraduate study as compared to the general population of South Carolina. These respondents also report being more economically advantaged than the student population of South Carolina's public schools.

- Parents have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. And, beginning in 2006, parental satisfaction with home and school relations increased to 77% with parents reporting feeling more satisfied with the amount and type of communication that exists between teachers and schools.

- Parent satisfaction with the learning environment, home and school relations and social and physical environment of their child's school declines as the absolute rating of their child's school declines and improves as the absolute rating of their child's school improves.

- Parents consistently express concern over two issues. Annually, a majority of parents feel that their child's school did not consider changes based on parent input. And, one in three parents believes that students at their child's school are not well behaved.

- Parents cite their work schedule as the greatest obstacle to their involvement in schools.

- Research in 2005 and 2006 documented that level of parental involvement was comparable regardless of the absolute rating of schools. However, a greater percentage parents whose child attended schools with an absolute rating of Excellent or Good reported attending open houses or parent-teacher conferences, attending student programs or performances or volunteering for the school than parents whose child attended a school with an absolute rating of Unsatisfactory.

Based on the results of the parent surveys from 2002 to 2006, the EOC recommended the following:

- Principals and schools should continue to encourage parents to complete the survey and should communicate to parents the importance of the information to be obtained from the survey.

- Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.

- Statewide, efforts need to be made to increase the response rate by parents of low economic means.

- Districts and schools should focus on improving the parent survey response rate at the state's middle and high schools. In 2006 the average response rate to the parent survey across all schools was 50.3%. In elementary schools, the average response rate was 61.3%, in middle schools 41.6% and high schools, 29.7%.

- The Governor and General Assembly should increase funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act.

Part Two
Literature Review

The perception that parent involvement positively affects students' academic performance is so ostensibly appealing that policy makers (Prindle and Rasinski, 1989; Van Meter, 1994; Wagner and Sconyers, 1996), school board administrators (Khan, 1996; Roach, 1994; Wanat, 1994), teachers (Allen, 1996; Clarke and Williams, 1992; Matzye, 1995), parents (ECS Distribution Center, 1996; Dye, 1992; Lawler-Prince, Grymes, Boals, and Bonds, 1994; Schrick, 1992), and even students themselves (Brian, 1994; Choi, Bempechet, and Ginsburg, 1994) have identified effective parent involvement as a critical factor in the academic success of students (Akimoff, 1996; Austin Independent School District, 1977; Deford, 1996; Edwards, 1995; Mendoza, 1996; Mundschenk and Foley, 1994; Ryan, 1992). Despite its intuitive meaning, the operational meaning of parental involvement has been unclear and inconsistent because of how it has been defined and conceptualized in past research.

Parental involvement has been defined in practices as representing many different parental behaviors and parenting practices, such as parental aspirations for their children's academic performance and their ability to transmit these aspirations to their children (e.g., Bloom, 1980), parents' participation in school activities (e.g., Stevenson and Baker, 1987), parents' communication with children about school (e.g., Christenson et al., 1992; Walberg, 1986), parent-teacher communications about the child (e.g., Epstein, 1991), and education-related rules imposed at home by parents (e.g., Keith et al., 1993; Majoribanks, 1983). The variation in the definition of parent involvement makes it difficult to draw general conclusions across studies and contributes to inconsistent findings in the area as a whole. However, the one aspect that many researchers have agreed upon is that the construct of parent involvement is multifaceted in nature and encompasses a wide variety of parental behavioral patterns and parenting practices (e.g., Balli, 1996; Brown, 1994; Snodgrass, 1991; Taylor, Hinton, and Wilson, 1995).

Inconsistencies among researchers about the operational definition of academic achievement have also led to mixed findings in the literature about the effect that parental involvement has on students' academic performance. Indicators of academic achievement range from global indicators, such as post-secondary attainment and school GPA, to specific indicators, such as standardized test scores in a specific academic area (e.g., math), and even to student level constructs such as academic aspirations, motivation, and self-concept. The measurable effect of parental involvement on students' academic performance may differ depending on the degree of generality of the measure used to assess academic achievement (Fan, 1997).

This supposition is supported by Keith's (1991) study, which showed that student reports of parent involvement significantly affected grades but not reading and math achievement test scores. He maintained that grades may be more affected by parent involvement than test scores because grades are more dependent on effort. In contrast, utilizing longitudinal data from elementary and secondary schools, Sheldon and Epstein (2005) examined the association between specific family involvement activities and student performance in mathematics. After controlling for previous mathematics achievement, they found that supportive practices of children's mathematics learning at home was related to a higher percentage of students scoring at or above proficiency on standardized mathematics achievement tests.

Variation in the operational definitions of both parent involvement and academic achievement also has resulted in mixed findings about how beneficial parent involvement is to students' academic achievement (Fan & Chen, 2001). Some empirical studies have shown the relation between parent involvement and students' academic achievement to be positive (e.g., Christenson et al; Epstein, 1991; Singh et al., 1995); however, others have indicated that there is no measurable effect of parental involvement on students' academic performance (e.g., Bobbett, French, Achilles, and Bobbett, 1995; Ford, 1989; Keith et al., 1986; Natriello and McDill, 1989; Reynolds, 1992; Storer, 1995). Researchers and educational theorists have investigated and documented some of the

benefits of parent involvement as it relates to student outcomes (e.g., Chavkin, 1989; Heid & Harris, 1989; Henderson, Marburger, & Ooms, 1986; Leitch & Tangri, 1988; Newman, 1997; Sutherland, 1991), and an overview of the research findings are noted below according to whether the benefit most directly relates to students, parents, or schools.

Benefits of Parent Involvement for Students

- Higher academic achievement, regardless of socio-economic status, ethnic/racial background, or parent educational level (Chavkin, 1989, Christenson, 1995; Christenson, Rounds, & Franklin, 1992; Dauber & Epstein, 1993; Dornbusch & Ritter, 1998; Drake, 1995; Reynolds, 1992; Simon, 2000);
- Better student attendance (Henderson et al., 1986);
- Lower drop-out rates (Drake, 1995; Southwest Educational Laboratory, 2000);
- More successful transitions to higher grades (Southwest Educational Laboratory, 2001; Trusty, 1999);
- Higher rates of homework completion (Brandt, 1989; Christenson, 1995);
- Improved student motivation (Christenson, Rounds, and Gorney, 1992);
- Improved social functioning (Southwest Educational Laboratory, 2001);
- Increased self-esteem (Christenson, Rounds, and Gorney,1992); and
- Greater perceived competence (Grolnick & Slowiaczek, 1994).

Benefits of Parent Involvement for Parents

- Increased understanding of the school (Southwest Educational Laboratory, 2001);
- Increased interaction between parents and their children (e.g., improved communication about schoolwork) (Christenson, Rounds, and Gorney, 1992; Epstein & Dauber, 1991);
- Positive changes in parenting styles (Hornby, 2000; Prosise, 1990);
- Increased access to needed services like health and social services (Wynn, Meyer, & Richards-Schuster, 2000);
- Increased levels of self-esteem, self-efficacy, and empowerment (Batey, 1996; Davies, 1989; Griffith, 1998; Hoover-Dempsey, Bassler, & Burrow, 1987; Hornby, 2000; Sutherland, 1991); and
- Participation in their child's education may lead parents to further their own education (Haynes & Comer, 1996; Hornby, 2000).

Benefits of Parent Involvement for Schools

- Improved teacher morale (Leitch & Tangri, 1988; Prosise, 1990);
- Additional resources (e.g., parents) are available for teachers so they can spend more time educating children (Chavkin, 1989; Davies, 1989; Prosise, 1990; Sutherland, 1991);
- Sustained school reform efforts (e.g., increased accountability and design of school improvement (Desimone, Finn-Stevenson, & Hendrich, 2000; Haynes & Comer, 1996);
- More successful educational programs(Christenson, Rounds, and Franklin, 1992); and
- Mediated tensions between schools and communities (Edwards & Young, (1992).

In addition to the findings noted above, extant research has shown that parent involvement varies in level according to the child's age and ability, declines as the child moves through the educational system, and is generally beneficial to both high- and low-achieving students across all grade levels (Crosnoe, 2001; Stevenson & Baker); although high-achieving children tend to elicit more involvement from their parents. (Crosnoe, 2001; Stevenson & Baker). Parental involvement conveys the importance of education to children, facilitates parents' advocacy of their children, and leads teachers to pay closer attention to and expend greater energy on these children (Eccles & Harold, 1993; Muller, 1998; Useem, 1992). Parents' communication with teachers, as well as with other parents, gives

them insight into how schools work, facilitates the flow of information between school and home, and promotes school-related discussions with their children (Cooper & Crosnoe, 2007). Previous research has shown that parent involvement in education and academic orientation are two social psychological resources that promote academic competence in their children (Crosnoe, Cavanagh, & Elder, 2003; Steinberg, Brown, & Dornbursch, 1996).

In regard to students, past research has shown that children vary to the degree to which they are committed to their schools, to education in general, and to doing well. Moreover, commitment to education bonds students to teachers, to other students who value education, and to school in general. Research has shown that academically oriented youth like going to school, believe they will get something out of it, and want to do well (Crosnoe, 2001). They also do better in school—receiving higher grades than their peers even after controlling for prior achievement —and tend to be better adjusted.

Previous studies have shown that for economically disadvantaged youth, the association between parental involvement in education and children's academic orientation is positive, and as one increases, so does the other. For example, Cooper and Crosnoe (2007) conducted a study to examine the associations among risk and resilience in the context of economically disadvantaged youth, parental involvement in education, and children's academic orientation in a sample of inner-city families. They found that economically disadvantaged parents were less involved in the schooling process for their children than middle- or upper middle- class parents. Economically disadvantaged youth whose parents were less involved tended to be less academically oriented, whereas those with more involved parents tended to be more academically oriented. However, the opposite was true for nondisadvantaged youth, whereby children of involved parents were more likely to have lower levels of academic orientation than their counterparts with uninvolved parents. Cooper and Crosnoe explained this unexpected direction of association by suggesting that parent involvement for nondisadvantaged youth may be more context specific than it is for disadvantaged youth. They maintained that parents of nondisadvantaged youth are more likely to respond to the needs of their children, and as such, they may be more involved if their children are less academically oriented.

As can be seen from the literature reviewed, the body of research related to parental involvement in students' education appears to be huge and replete with studies involving parental involvement as a factor in students' academic achievement. A closer examination of the literature, however, reveals that a very small number of these studies are empirically based. Therefore, the present study will add to the dearth of empirical studies that have been conducted, and it also will add to extant research by examining the effect of parental involvement on the academic performance of elementary, middle, and high school students, independently.

PART THREE
Administration of the 2007 Parent Survey

During the second semester of each school year, the South Carolina Department of Education (SCDE), in cooperation with the EOC, administers the parent survey. According to guidelines issued by the EOC in 2001, the parents of students in the highest grade at elementary and middle schools should complete a student survey. In high schools and career centers, parents of all 11th graders are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. An independent contractor hired by SCDE mails the surveys directly to schools along with envelopes for the distribution and collection of the surveys. Two sets of instructions for administering the survey are also included in the packets along with a letter from the Executive Director of the EOC to the school principal, explaining the history, methodology and importance of the parent survey. In addition to a survey and an envelope, parents receive a letter from the State Superintendent of Education that reinforces the importance of completing the survey and offering directions on how to complete and return the survey. Spanish versions of the survey are provided to schools. The name of each school is printed on the survey forms to assist parents who are completing surveys for multiple schools. SCDE reported that the total cost of printing, shipping, processing and scanning the parent survey in 2007 totaled $53,937.56.[1]

The 2007 administration of the parent survey occurred over the following period of time and involved the following actions.

February 26 - March 2, 2007	Schools receive parent survey materials from contractor.
February 26 - March 28, 2007	Schools administer parent surveys as soon as they are received by the school.
March 27, 2007	Due date for parent survey forms to be returned to the school.
March 29, 2007	Last day for schools to mail completed survey forms to contractor

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by SCDE. Each school received the following: (1) a letter to the principal from the Executive Director of the EOC explaining the methodology and importance of the parent survey; (2) two sets of instructions for administering the surveys; (3) a page of shipping instructions; (4) a pre-addressed UPS shipping label for returning the completed surveys; (5) an envelope, parent survey and letter from the State Superintendent of Education for each parent surveyed. The survey coordinator distributed envelopes containing a parent survey and a letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Then, teachers gave each student an envelope and instructions to give the envelope containing the survey to their parents to complete. Parents were given the option of mailing the survey directly to SCDE with parents incurring the cost of the mailing. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information does not exist to document if any schools mailed the parent surveys to parents. There was one change in the administration of the parent survey in 2007 concerning shipping procedures. School staff was no longer required to weigh the box and sign the UPS shipping label when returning the completed survey forms to the contractor.

[1] SCDE reports that another $39,541 was expended on administering the student survey. Regarding the online teacher survey, there are only indirect costs, no direct costs, related to its administration. .

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the contractor for scanning and preparation of the raw data file. Individual school results were tabulated by SCDE. The overall parent satisfaction scores of three questions relating to the school's overall learning environment, home and school relations, and social and physical environment were printed on the 2007 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the summary data to the district office.

As in prior years, the 2007 parent survey contained forty-six questions designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-one questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

The 2007 survey concluded by seeking information on parental involvement activities and socio-economic characteristics of the respondents. Parents were asked about their participation in various parental involvement activities both in and outside of the school. Parents were also asked to determine from a list of responses potential barriers to their involvement in their child's education. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child – their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent, his or her gender, race/ethnicity, highest level of education and total yearly household income.

A copy of the 2007 survey and instructions provided by the South Carolina Department of Education to schools are in the appendix.

PART FOUR
Results of the 2007 Parent Survey

Return Rates and Respondent Profiles

The number of parent surveys returned in 2007 declined by 7% from 2006. The 2007 administration of the survey marked the first time since statewide administration that the number of respondents had declined from one year to the next (Table 1).

Table 1
Number of Respondents

	2007	2006	2005	2004	2003	2002
Total Parent Surveys Returned	**64,596**	69,495	66,895	66,283	64,732	55,864

Because schools are not required to report how many surveys were actually distributed to parents, alternative methods to determine sample size must be used. One method is to compare the number of surveys mailed to schools with the number of completed surveys returned. According to SCDE, a total of 184,999 parent surveys were mailed to 1,126 schools for distribution. This total included 7,165 surveys printed in Spanish. The schools included elementary schools, middle schools, high schools, career centers and the following special schools:

- Felton Laboratory School
- John de la Howe School
- Wil Lou Gray School
- School for the Deaf and the Blind
- Department of Juvenile Justice Schools
- Palmetto Unified Schools
- Governor's School for Science and Mathematics
- Governor's School for the Arts and Humanities

Schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) were not included in the survey. This first method inflates the sample because schools did request and receive extra copies to provide surveys to parents who enrolled children in the second semester or who lost their original form.

A second method is to use the statewide 135-day average daily membership of all students in grades 5, 8 and 11 in school year 2006-07 as the sample size. On the 45th and 135th days of school, the Student Accountability System (SASI) collects and classifies each student in South Carolina's public schools by grade and by a pupil classification system prescribed in the Education Finance Act. In school year 2006-07 the 135-day average daily membership for grades 5, 8 and 11 rounded to the nearest student totaled 148,373. Due to the grade spans and guidelines for administering the survey, 89% of the 1126 schools in South Carolina surveyed parents of children in grades 5, 8 and 11. The remaining 11% or 127 schools had grade configurations of PK-3, PK-4, PK-6, K-6, K-7, 1-3, 2-3, 4-6, 5-7, 6 only, or 9-10 which resulted in surveying parents of children in grades other than 5, 8 and 11 or in multiple grades. For example, according to the instructions for administering the 2007 parent survey which are located in the appendix, a school with a grade K-7 configuration would sample parents of children in grades 5 and 7. A school with grades 4 through 6 would survey parents of sixth graders. Therefore, using ADM for 5, 8 and 11 grades likely deflates the total number of parents surveyed.

Using these two methods, the following response rates were calculated in Table 2. Between 34.9% and 43.4% of the parents surveyed responded to the 2007 parent survey. In other words, approximately one-third of all eligible parents responded to the parent survey in 2007.

Table 2
Response Rates

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	184,999	64,596	34.9%
Method 2: ADM of 5, 8 and 11th grades	148,973	64,596	43.4%

Next, analyzing the surveys returned, yields information on the respondents. Parents completing the survey were asked four questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?

Parents were asked another set of four questions about themselves and their family:

1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
   - Attended elementary/high school
   - Completed high school/GED
   - Earned Associate Degree
   - Attended college/training program
   - Earned college degree
   - Postgraduate study/and/or degree
4. What is your family's total yearly household income?
   - Less than $15,000
   - $15,000 - $24,999
   - $25,000 - $34,999
   - $35,000 - $54,999
   - $55,000 - $75,000
   - More than $75,000

Responses to these eight questions revealed the following about the parents who completed the 2007 parent survey.

Respondents to the 2007 Parent Survey

Gender

Male	**13.8%**
Female	**84.8%**

Race

African-American/Black	**32.7%**
Caucasian/white	**57.6%**
Hispanic	**4.0%**
Native American	**0.6%**
Asian American/Pacific Islander	**1.3%**
Other	**1.5%**

Education

Attended elementary/high school	**12.5%**
Completed high school/GED	**25.0%**
Earned Associate Degree	**9.3%**
Attended college/training program	**22.8%**
Earned college degree	**17.9%**
Postgraduate study/and/or degree	**10.1%**

Household Income

Less than $15,000	**12.1%**
$15,000 to $24,999	**12.9%**
$25,000 - $34,999	**13.1%**
$35,000 - $54,999	**16.9%**
$55,000 - $75,000	**14.6%**
More than $75,000	**23.0%**

Their Child Enrolled in:

Grades 3-5	**45.2%**
Grades 6-8	**36.5%**
Grades 9-11	**16.8%**

Their Child's Gender:

Male	**44.1%**
Female	**54.6%**

Their Child's Ethnicity:

African-American/Black	**32.7%**
Caucasian/White	**56.1%**
Hispanic	**3.9%**
Native American	**0.6%**
Asian American/Pacific Islander	**1.4%**
Other	**2.4%**

Their Child's Grades:

All or mostly A's and B's	**53.6%**
All or mostly B's and C's	**29.5%**
All or mostly C's and D's	**10.7%**
All or mostly D's and F's	**2.5%**

Comparing the demographic information on the 2007 respondents with that of prior years, the following trends are noted:[2]

[2] Prior year's parent survey reports are posted online at http://www.eoc.sc.gov.

- As in prior years, respondents were six times more likely to be women than men.

- As in prior years, the majority of all respondents are of white ethnicity.

- Over 45% of respondents had children in elementary schools as compared to 42% in 2006. [3]

- The percentage of respondents with children in high school declined from 19.2% in 2006 to 16.8% in 2007. This drop marked the first time since 2002 that the percentage of respondents with children attending high school declined from one year to the next. The percentage of respondents with children in middle school was unchanged.

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- Regarding the educational attainment of the respondents, 37.3% of parents who responded to the survey in 2007 had earned an associate, bachelor's or postgraduate degree. The data showed that the level of educational achievement of parent survey respondents in 2007 is consistent with prior survey respondents. As in prior parent surveys, the respondents had more extensive educational achievement than the general population of South Carolina. For comparison purposes, based on the U.S. Census Bureau, Census of Population and Housing, 2000, 24.8% of persons eighteen years of age or over in South Carolina had obtained an associate, bachelor's or graduate degree as reflected in Table 3.

Table 3
Educational Achievement in South Carolina

EDUCATION	Total Number	% of Population
Less than 9th Grade	228,213	7.6%
9th-12th Grade, No Diploma	490,832	16.3%
High School Graduate or GED	901,827	30.0%
Some College, No Degree	637,838	21.2%
Associate Degree	186,147	6.2%
Bachelor's Degree	377,855	12.6%
Graduate or Professional Degree	180,207	6.0%
TOTAL	3,002,919	

Source: South Carolina Budget and Control Board, Office of Research and Statistics, 2007, http://www.ors2.state.sc.us/abstract/chapter7/education4.asp.

- Regarding the annual household income of the respondents, in 2007 54.5% of the parents who completed the survey reported having an annual household income in excess of $35,000. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina in 2004 was $39,454. [4] According to the Division of Research and Statistics, the statewide poverty index for all school districts in the state was 64.3% in school year 2006-07. This index combines information about the percentage of students eligible for Medicaid services and the percentage participating in the Federal free or reduced-price lunch program. According to the U.S. Department of Agriculture Child Nutrition Programs, Income

[3] For purposes of this and all other analyses in the report, an elementary school is defined as grades three through five, middle school as grades 6 through 8 and high school as grades 9 through 12.
[4] United States Department of Agriculture, Economic Research Service, based on Bureau of Labor Statistics, Local Area Unemployment Statistics (LAUS) data http://www.ers.usda.gov/data/unemployment/RDlist2.asp?ST=SC last updated May 24, 2007 and accessed on April 1, 2008.

and Eligible Guidelines for school year 2006-07, a family of four with an annual income $26,000 was eligible for the free lunch program while a family of four with an annual income of $37,000 was eligible for the reduced-price lunch program. Consequently, based on the statewide poverty index, respondents to the parent survey generally report being more economically advantaged than the general student population in public schools.

An analysis was also conducted to determine the distribution of respondents by the absolute rating of their child's school. The majority or 38.4% had a child attending a school with an absolute rating of Average as reported on the 2007 annual school report card. Table 4 also compares the percentage of respondents with the percentage of students enrolled in each school as determined by the absolute rating. The data show that the parent respondents are typically representative of the student enrollment when considering the absolute rating of the school.

Table 4
Respondents by Absolute Rating

Parents whose child attended a school in 2007 with an absolute rating of:	Number	% of Respondents	% of students in 2007 in SC enrolled in a school with an absolute rating of:
Excellent	3,321	5.5%	7.6%
Good	14,196	23.6%	23.4%
Average	23,085	38.4%	34.6%
Below Average	13,795	22.9%	23.3%
Unsatisfactory	5,337	8.9%	11.1%

Parent Perceptions of Their Child's School and Parental Involvement Activities

The information below summarizes the results of the 2007 parent survey. At the school level responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis again focuses on the learning environment, home-school relations, and the social and physical environment of schools and concludes with a report on parental involvement activities at school and at home.

A. Learning Environment

The first five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Parent satisfaction with the learning environment of their child's school increased to an all-time high in 2007. In 2007 82.2% of all respondents either agreed or strongly agreed that they were satisfied with the learning environment at their child's school. Table 5 below reflects parent responses to these questions. The results of question five are included on the annual school report cards for each individual school.

Table 5
Percentage of Parents Responding Accordingly in 2007:

Learning Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree
1. My child's teachers give homework that helps my child learn.	**88.2%**	**8.9%**
2. My child's school has high expectations for student learning.	**89.1%**	**8.0%**
3. My child's teachers encourage my child to learn.	**88.9%**	**7.0%**
4. My child's teachers provide extra help when my child needs it.	**77.3%**	**14.7%**
5. I am satisfied with the learning environment at my child's school	**82.2%**	**14.8%**

Note: Totals due not add to 100% because omitted questions are not included.

Parents overwhelmingly felt that their child's teacher or teachers provided the academic assistance necessary to provide a positive learning environment. Comparing the responses, the one area that parents expressed less agreement on is having extra help for their child. Compared to 2006, a greater percentage of parents in 2007 expressed agreement or satisfaction with the learning environment of their child's school across all five questions (Table 6).

Table 6
Agree or Strongly Agree

Learning Environment Questions	2007	2006	2005	2004	2003	2002
1. My child's teachers give homework that helps my child learn.	**88.2%**	87.74%	88.42%	89.07%	88.12%	89.38%
2. My child's school has high expectations for student learning.	**89.1%**	87.36%	87.66%	88.18%	87.49%	88.40%
3. My child's teachers encourage my child to learn.	**88.9%**	87.42%	87.74%	88.11%	87.52%	88.83%
4. My child's teachers provide extra help when my child needs it.	**77.3%**	76.96%	76.40%	75.61%	75.56%	77.42%
5. I am satisfied with the learning environment at my child's school	**82.2%**	81.26%	81.16%	80.94%	80.13%	80.61%

The next analyses compared the responses to these five questions by two factors: (1) the school type; and (2) the absolute performance rating of schools based on the 2007 annual school report card.[5] As Table 7 documents, the data demonstrate that a greater percentage of parents whose child attended an elementary school expressed satisfaction with the learning environment of their child's school. Parents of children attending a middle or high school expressed comparable levels of satisfaction with the learning environment of their child's school. The lowest percentage of parents expressing agreement with any one question were parents of middle school students of which 74% said that their child's teachers provided extra help when needed.

[5] Note: There were 427 survey responses representing parents whose child attended a school that did not receive an absolute rating in 2007. These responses were excluded from this analysis.

Table 7
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Learning Environment Questions	*Elementary*	*Middle*	*High*
1. My child's teachers give homework that helps my child learn.	92.4%	85.6%	82.8%
2. My child's school has high expectations for student learning.	92.0%	87.4%	85.3%
3. My child's teachers encourage my child to learn.	92.8%	86.9%	83.4%
4. My child's teachers provide extra help when my child needs it.	80.1%	74.0%	77.7%
5. I am satisfied with the learning environment at my child's school	87.2%	78.6%	77.3%

On the other hand, comparing survey responses across schools based on the absolute index of the schools, the data reveal that the greater the absolute performance of the school, the greater the percentage of parents who responded favorably to the learning environment questions (Table 8). Whereas approximately 92% of parents whose child attended a school with an absolute rating of Excellent were satisfied with the learning environment at their child's school, only 72% of parents whose child attended a school with an absolute rating of Unsatisfactory were satisfied with the learning environment at their child's school.

Table 8
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Learning Environment Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's teachers give homework that helps my child learn.	90.7%	89.4%	89.1%	86.5%	84.2%
2. My child's school has high expectations for student learning.	95.4%	91.8%	89.3%	86.5%	83.4%
3. My child's teachers encourage my child to learn.	93.4%	90.3%	89.1%	87.3%	86.0%
4. My child's teachers provide extra help when my child needs it.	84.8%	80.0%	77.1%	74.9%	73.7%
5. I am satisfied with the learning environment at my child's school	**91.9%**	**86.1%**	**83.2%**	**78.5%**	**71.6%**

Did parent perceptions by absolute rating change between 2006 and 2007? Table 9 shows that a greater percentage of parents whose child attended a school with an absolute rating of Excellent were satisfied with the learning environment at their child's school in 2007 as compared to 2006 or any prior year. On the other hand, the data still showed that one in four parents whose child attended a school with an absolute rating of Unsatisfactory was not satisfied with the learning environment of their child's school.

Table 9
Learning Environment
Question 5: I am satisfied with the learning environment at my child's school
Agree or Strongly Agree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	**91.9%**	87.44%	85.61%	86.28%	87.05%	87.81%
Good	**86.1%**	85.44%	84.58%	83.40%	82.56%	83.06%
Average	**83.2%**	81.53%	81.06%	78.94%	77.51%	78.75%
Below Average	**78.5%**	76.99%	75.05%	70.89%	70.89%	70.55%
Unsatisfactory	**71.6%**	69.47%	66.38%	61.30%	62.88%	65.20%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	**6.5%**	8.93%	11.11%	10.65%	10.10%	9.73%
Good	**11.6%**	10.58%	12.11%	13.29%	13.77%	13.36%
Average	**13.8%**	14.15%	14.57%	17.01%	18.18%	17.13%
Below Average	**18.0%**	18.07%	20.01%	23.61%	23.53%	23.95%
Unsatisfactory	**24.2%**	24.85%	27.63%	32.19%	30.97%	28.41%

B. Home and School Relations

The next eleven questions on the parent survey determine parent perception of home and school relations by focusing on the relationship between the parent and their child's teacher and between the school and the parent. Table 10 documents the responses to these questions in 2007.

Table 10
Percentage of Parents Responding Accordingly in 2007:

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree
1. My child's teachers contact me to say good things about my child	**54.2%**	**43.5%**
2. My child's teachers tell me how I can help my child learn.	**63.1%**	**34.2%**
3. My child's teachers invite me to visit my child's classrooms during the school day.	**53.9%**	**41.1%**
4. My child's school returns my phone calls or e-mails promptly.	**75.1%**	**16.7%**
5. My child's school includes me in decision-making.	**65.5%**	**27.0%**
6. My child's school gives me information about what my child should be learning in school.	**76.2%**	**21.0%**
7. My child's school considers changes based on what parents say.	**48.1%**	**28.8%**
8. My child's school schedules activities at times that I can attend.	**76.1%**	**18.5%**
9. My child's school treats all students fairly.	**63.3%**	**21.5%**
10. My principal at my child's school is available and welcoming.	**78.0%**	**12.6%**
11. I am satisfied with home and school relations at my child's school	**77.9%**	**17.1%**

Note: Totals due not add to 100% because omitted questions are not included.

As reflected in prior parent survey reports, the 2007 parent survey responses revealed similar concerns. For example, 43.5% of parents contended that their child's teachers did not contact them to say good things about their child. One-third of parents reported that their child's teacher did not tell them how to help their child learn. Regarding relations between the parent and the home, parents agreed that the school provided information, that their principal was available and that the school scheduled activities at convenient times. However, less than half of all parents who responded to the survey felt that their child's school considered changes based on parent input.

As documented by Table 11, overall parental satisfaction with home and school relations increased slightly from 2006 to 2007 to a new six-year high. Over three-fourths of all parents agreed or strongly agreed that they were satisfied with home and school relations at their child's school.

Table 11
Home and School Relations

Question 11: I am satisfied with home and school relations at my child's school.

	2007	2006	2005	2004	2003	2002
Agree or Strongly Agree	**77.9%**	76.58%	67.84%	66.90%	66.76%	68.59%
Disagree or Strongly Disagree	**17.1%**	16.59%	17.66%	18.16%	18.63%	18.76%

The next question is how, if any, do parent perceptions of home and school relations differ by the type of school. Based on national research and the results of South Carolina's annual parent surveys, parents with children in middle or high school are less satisfied with home and school relations than parents of elementary age children. Some contend that this dissatisfaction is due to the documented decline of parental involvement at the middle and high school level. Research points out that parents "generally become less involved as their children grow older for many reasons: schools are bigger and farther from home, the curriculum is more sophisticated, each student has several teachers, parents of older students are more likely to be employed, and students are beginning to establish some sense of separation and independence from parents." [6] On the other hand, parents point out that middle and high schools generally do not provide forums for involvement or consistent methods of communication with parents. "The research on the effectiveness of parental involvement with older students, therefore, often focuses on different forms of participation- e.g., parents monitoring homework, helping students make postsecondary plans and select courses which support these plans, parent-school agreements on rewards for achievement and behavioral improvements—as well as some of the 'standby' function such as regular homeschool communication about students' progress and parent attendance at school-sponsored activities."[7] Table 12 below disaggregates the results of the 2007 parent survey regarding home and school relations by the child's school level.

[6] Kathleen Cotton and Karen Reed Wikelund, "Parent Involvement in Education." Northwest Regional Educational Laboratory, 2001, http://www.nwrel.org/scpd/sirs/3/cu6.htm.l.

[7] Ibid.

Table 12
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Home and School Relations Questions	*Elementary*	*Middle*	*High*
1. My child's teachers contact me to say good things about my child	64.5%	46.4%	42.8%
2. My child's teachers tell me how I can help my child learn.	75.0%	56.2%	46.4%
3. My child's teachers invite me to visit my child's classrooms during the school day.	67.8%	45.1%	35.5%
4. My child's school returns my phone calls or e-mails promptly.	80.3%	72.0%	68.4%
5. My child's school includes me in decision-making.	71.2%	62.7%	56.6%
6. My child's school gives me information about what my child should be learning in school.	83.7%	72.0%	65.5%
7. My child's school considers changes based on what parents say.	53.0%	44.1%	43.9%
8. My child's school schedules activities at times that I can attend.	79.6%	73.1%	73.5%
9. My child's school treats all students fairly.	70.8%	58.1%	54.8%
10. My principal at my child's school is available and welcoming.	83.0%	75.6%	70.0%
11. I am satisfied with home and school relations at my child's school	84.2%	73.7%	71.1%

When analyzing the 2007 responses to these questions by grade level, the data revealed that parents whose child attended high school generally expressed less agreement than all other parents with these questions. Parents of high school students were significantly less likely to agree that their child's teachers told them how they could help their child. Less than half of parents with middle school and high school students agreed that teachers contacted them to say good things about their child as compared to almost two-thirds of the parents of elementary school children.

Finally, the next issue is how do parent perceptions of home and school relations differ by the absolute rating of the school that their child attends. Table 13 below summarizes the results based on the responses to these eleven questions. In bold are the highest percentage reported for each question while italics denotes the lowest percentage reported for each question.

Table 13
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Home and School Relations Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's teachers contact me to say good things about my child	**62.9%**	55.5%	54.4%	*51.5%*	52.2%
2. My child's teachers tell me how I can help my child learn.	**67.9%**	62.9%	63.6%	*62.2%*	63.1%
3. My child's teachers invite me to visit my child's classrooms during the school day.	57.3%	*51.3%*	52.5%	55.6%	**62.2%**
4. My child's school returns my phone calls or e-mails promptly.	**83.6%**	79.1%	76.5%	70.7%	*65.5%*
5. My child's school includes me in decision-making.	**70.6%**	65.7%	66.0%	64.6%	*63.2%*
6. My child's school gives me information about what my child should be learning in school.	**83.6%**	78.4%	77.1%	73.1%	*70.5%*
7. My child's school considers changes based on what parents say.	**55.0%**	49.5%	47.4%	47.1%	*46.9%*
8. My child's school schedules activities at times that I can attend.	**84.7%**	79.7%	76.8%	72.1%	*69.8%*
9. My child's school treats all students fairly.	**73.8%**	67.2%	63.9%	58.9%	*56.2%*
10. My principal at my child's school is available and welcoming.	**81.5%**	78.4%	78.8%	76.8%	*73.8%*
11. I am satisfied with home and school relations at my child's school	**86.8%**	80.7%	78.4%	74.8%	72.0%

Generally, as compared to all other parents, a smaller percentage of parents whose child attended a school with an absolute rating of Below Average or Unsatisfactory agreed or strongly agreed with these eleven questions on home and school relations. Over 62% of parents whose child attended a school with an absolute rating of Unsatisfactory did, however, report that their child's teachers invited them to visit their child's classrooms during the school day. Overwhelmingly, a greater percentage of parents whose child attended a school with an Excellent absolute rating responded that they agreed or strongly agreed with these questions. Across all schools, parents whose child attended a school with an absolute rating of Excellent were the only parents who expressed a majority view that their child's school considered changes based on what parents say. The data also show that almost three-fourths of parents whose child attended an Excellent schools agreed that their child's school treated all students fairly as compared to 58.9% of parents whose child attended a Below Average school and 56.2% of parents whose child attend an Unsatisfactory school.

Again, since 2002, the parent survey has demonstrated that parental satisfaction with home and school relations improved as the absolute performance rating improved and declined as the absolute performance rating of the school declined. Over time, between 2005 and 2007 parent satisfaction

with home and school relations increased from 58% to 72% for respondents whose child attended a school with an absolute rating of Unsatisfactory. Still, however one in five parents whose child attended a school with an absolute rating of Unsatisfactory expressed dissatisfaction with home and school relations (Table 14).

Table 14
Home and School Relations

Question 11: I am satisfied with home and school relations at my child's school.

Agree or Strongly Agree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	**86.8%**	80.29%	71.57%	71.63%	72.27%	74.65%
Good	**80.7%**	79.86%	70.30%	68.58%	68.57%	70.06%
Average	**78.4%**	76.61%	67.59%	64.99%	64.42%	67.34%
Below Average	**74.8%**	73.78%	63.43%	59.50%	59.98%	63.21%
Unsatisfactory	**72.0%**	70.12%	58.37%	57.42%	56.08%	58.96%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	**10.1%**	13.06%	15.93%	15.54%	15.21%	15.03%
Good	**15.2%**	13.90%	16.21%	16.94%	17.57%	17.85%
Average	**16.8%**	16.88%	17.32%	19.66%	20.64%	19.71%
Below Average	**19.3%**	19.02%	20.70%	23.09%	23.59%	22.28%
Unsatisfactory	**22.5%**	22.06%	25.42%	25.91%	27.90%	26.94%

C. Social and Physical Environment

The third and final indicator is social and physical environment which is measured by the next five questions in the parent survey. Table 15 summarizes the response to these questions.

Table 15
Percentage of Parents Responding Accordingly in 2007:

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree
1. My child's school is kept neat and clean.	**88.5%**	**8.0%**
2. My child feels safe at school.	**87.1%**	**9.8%**
3. My child's teachers care about my child as an individual.	**79.3%**	**11.8%**
4. Students at my child's school are well behaved.	**56.6%**	**29.1%**
5. I am satisfied with the social and physical environment at my child's school	**79.0%**	**16.3%**

Note: Totals due not add to 100% because omitted questions are not included.

As in prior years, parents who responded to the survey in 2007 noted that student discipline continues to be an issue of concern. Between 2002 and 2007, only 54 to 56% of parents believed that students at their child's school were well behaved. But, despite the national and state media attention on school crime and weapons on campus, 85.92% of parents stated that their child felt safe at school.

Overall, parent satisfaction levels increased to a six-year high with 79.0% of all respondents satisfied with the social and physical environment at their child's school based on the responses to question 5 as reflected in the following table.

Table 16
Percentage of Parents Responding Accordingly in 2007:
Agree or Strongly Agree

Social and Physical Environment Questions	**2007**	2006	2005	2004	2003	2002
1. My child's school is kept neat and clean.	**88.5%**	86.83%	87.57%	87.72%	86.90%	86.67%
2. My child feels safe at school.	**87.1%**	85.92%	86.30%	85.91%	85.68%	85.53%
3. My child's teachers care about my child as an individual.	**79.3%**	78.48%	78.34%	77.55%	77.01%	76.57%
4. Students at my child's school are well behaved.	**56.6%**	55.16%	55.41%	53.38%	54.05%	54.69%
5. I am satisfied with the social and physical environment at my child's school	**79.0%**	77.80%	77.67%	76.99%	77.25%	77.94%

However, do parents' responses differ by the school level or absolute rating of their child's school? Table 17 documents that the a greater percentage of parents whose child attended an elementary school expressed satisfaction with the social and physical environment at their child's school as compared to parents whose child attended a middle or high school. The most significant difference between these parents focused on student behavior. Less than one-half of all parents whose children attended middle or high school believed that students at their child's school behaved well.

Table 17
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Social and Physical Environment Questions	*Elementary*	*Middle*	*High*
1. My child's school is kept neat and clean.	93.9%	86.2%	79.3%
2. My child feels safe at school.	92.9%	83.6%	79.8%
3. My child's teachers care about my child as an individual.	86.0%	74.8%	71.3%
4. Students at my child's school are well behaved.	66.8%	48.4%	47.8%
5. I am satisfied with the social and physical environment at my child's school	**86.0%**	**74.3%**	**71.2%**

How do parent perceptions of the social and physical environment of their child's school differ by the absolute rating of the school? Table shows that there is a significant variation in parents' perception of student behavior between schools rated Excellent and all other. Approximately, 80.2% of parents whose child attended a school with an absolute rating of Excellent agreed or strongly agreed that students at their child's school were well behaved. In contrast, only 36.5% of parents whose child attended a school with an absolute rating of Unsatisfactory felt that students behaved well. For Good, Average and Below Average schools, the percentage of parents agreeing with this statement ranged from 67.1% to 46.2%.

Table 18
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Social and Physical Environment Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's school is kept neat and clean.	93.9%	90.8%	90.4%	85.4%	79.0%
2. My child feels safe at school.	94.2%	91.7%	88.3%	83.0%	68.4%
3. My child's teachers care about my child as an individual.	86.9%	82.4%	79.8%	75.9%	74.1%
4. Students at my child's school are well behaved.	80.2%	67.1%	58.0%	46.2%	36.5%
5. I am satisfied with the social and physical environment at my child's school	**89.4%**	**84.0%**	**80.6%**	**73.9%**	**66.7%**

Are there any changes across time in parental satisfaction across schools with differing absolute indices? Table 19 shows that between 2006 and 2007 there was an increase of five percent in the percentage of parents whose child attended a school rated Excellent and who expressed satisfaction with the social and physical environment of their child's school. In comparison, only two-thirds of all parents whose child attended a school with an absolute rating of Unsatisfactory expressed satisfaction with the social and physical environment of their child's school. A slightly greater percentage of parents whose child attended a Good school had an unfavorable satisfaction level with the social and physical environment of their child's school in 2007 as compared to 2006.

Table 19
Social and Physical Environment
Question 5: I am satisfied with the social and physical environment at my child's school.

Agree or Strongly Agree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**89.4%**	84.58%	82.43%	83.60%	85.42%	86.71%
Good	**84.0%**	83.48%	82.49%	80.31%	80.69%	80.71%
Average	**80.6%**	78.63%	77.87%	74.93%	74.08%	76.05%
Below Average	**73.9%**	72.21%	69.36%	63.40%	65.34%	66.42%
Unsatisfactory	**66.7%**	62.91%	60.58%	53.88%	57.37%	60.50%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**7.7%**	10.63%	13.16%	11.76%	10.56%	9.61%
Good	**12.2%**	11.67%	12.44%	14.36%	13.52%	13.74%
Average	**14.8%**	15.46%	15.89%	18.51%	19.20%	17.42%
Below Average	**20.5%**	20.93%	22.82%	28.47%	26.64%	25.70%
Unsatisfactory	**26.7%**	28.99%	31.27%	35.50%	34.84%	31.31%

Parental Involvement

The next analysis deals with parents' responses to questions regarding specific parental involvement activities and/or parenting activities in which the respondents participate. It should be emphasized that the results are self-reported. Parents were asked to respond "I do this," "I don't do this but would like to, and "I don't do this and I don't care to" to thirteen questions regarding specific parental involvement activities both at the school site and in the home. As in prior survey years, parents reported participating in the following activities:

- Over eighty percent of the respondents reported limiting the amount of time their child spends watching television, playing video games or surfing the Internet.

- Over ninety percent of the respondents reported making sure their child does his or her homework and helps their child with homework.

- Over three-fourths reported attending open house, parent-teacher conferences, student programs and student performances.

- Over one-third reported volunteering for the school, going on trips, participating in parent-teacher-student organizations and visiting their child's classrooms during the school day.

- Almost three-fourths of the parents reported contacting their child's' teachers about schoolwork.

For those parents who do not report participating in some of these activities, parents responded accordingly:

- Half of the parents wanted to visit their child's classrooms.

- Over forty percent of the parents, wanted to go on trips with their child's school, participate in School Improvement Council meetings, participate in school committees and attend parent workshops.

- Only a small percentage of parents (less than 4%) did not want to attend open houses, student programs or parent-teacher conferences.

- Approximately one out of three parents did not want to participate in school committees while one in five parents did not want to participate in School Improvement Councils or parent-teacher student organizations.

Table 20 documents parent responses to these questions in 2007 as compared to the responses of the 2006, 2005 and 2004 parent surveys. The data show that a greater percentage of parents in 2007 than in 2006 reported "doing" these activities at school and at home. The data also show that parents are more inclined to participate in activities that are focused on their individual child than in school committees or groups that are focused on their child's school.

Table 20

Percentage Parents Responding

"I do this"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**78.5%**	75.44%	76.18%	77.77%
Attend student programs or performances	**77.0%**	74.10%	74.52%	75.27%
Volunteer for the school	**39.8%**	38.36%	40.73%	41.23%
Go on trips with my child's school	**36.5%**	34.12%	34.88%	34.29%
Participate in School Improvement Council Meetings	**14.3%**	13.15%	13.14%	12.03%
Participate in Parent-Teacher-Student Organizations	**36.8%**	35.17%	36.85%	38.70%
Participate in school committees	**19.3%**	17.48%	18.00%	17.61%
Attend parent workshops	**26.2%**	24.68%	24.50%	24.75%
Visit my child's classrooms during the school day	**34.3%**	33.93%	34.28%	34.57%
Contact my child's teachers about my child's schoolwork.	**74.7%**	72.34%	72.41%	72.51%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**83.3%**	81.14%	81.70%	82.77%
Make sure my child does his/her homework.	**93.8%**	92.56%	93.08%	93.62%
Help my child with homework when he/she needs it.	**93.0%**	91.41%	92.20%	92.76%

"I don't do this but would like to"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**16.5%**	17.69%	17.28%	16.78%
Attend student programs or performances	**17.4%**	18.24%	18.25%	18.06%
Volunteer for the school	**36.7%**	35.75%	34.63%	34.52%
Go on trips with my child's school	**42.9%**	42.14%	42.41%	42.91%
Participate in School Improvement Council Meetings	**48.0%**	47.21%	47.58%	48.35%
Participate in Parent-Teacher-Student Organizations	**35.6%**	36.01%	35.56%	34.47%
Participate in school committees	**40.8%**	40.39%	40.75%	40.75%
Attend parent workshops	**40.2%**	40.62%	40.67%	40.87%
Visit my child's classrooms during the school day	**50.8%**	50.49%	50.58%	50.93%
Contact my child's teachers about my child's schoolwork.	**19.6%**	20.92%	21.06%	20.70%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**9.1%**	9.96%	9.90%	9.02%
Make sure my child does his/her homework.	**4.0%**	4.46%	4.12%	3.56%
Help my child with homework when he/she needs it.	**5.1%**	5.78%	5.10%	4.49%

"I don't do this and I don't care to"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**3.5%**	3.87%	3.54%	3.27%
Attend student programs or performances	**3.2%**	3.80%	3.43%	3.27%
Volunteer for the school	**19.7%**	19.51%	18.51%	18.06%
Go on trips with my child's school	**14.6%**	15.16%	14.62%	14.72%
Participate in School Improvement Council Meetings	**30.8%**	29.86%	29.21%	29.77%
Participate in Parent-Teacher-Student Organizations	**23.2%**	22.86%	21.57%	21.34%
Participate in school committees	**31.5%**	30.91%	30.06%	30.83%
Attend parent workshops	**17.1%**	17.25%	16.58%	16.48%
Visit my child's classrooms during the school day	**13.3%**	13.55%	12.96%	12.19%
Contact my child's teachers about my child's schoolwork.	**4.5%**	4.93%	4.59%	4.55%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**6.4%**	7.30%	6.75%	6.38%
Make sure my child does his/her homework.	**1.4%**	1.72%	1.55%	1.39%
Help my child with homework when he/she needs it.	**1.4%**	1.61%	1.47%	1.32%

The next analysis seeks to determine if there are any differences in parental involvement across schools based on the type of school their child attends. This is the first year that this data has been analyzed. As Table 21 shows, parents report being more involved when their child attends an elementary school; however, parents of all children overwhelmingly report making sure that their child does his or her homework and helping their child with homework as needed.

Table 21
Percentage Parents Responding

"I do this"	Elementary	Middle	High
Attend open houses or parent-teacher conferences	**84.8**	**76.7**	**65.7**
Attend student programs or performances	**82.7**	**74.5**	**67.9**
Volunteer for the school	**47.5**	**34.0**	**31.8**
Go on trips with my child's school	**45.1**	**30.3**	**26.9**
Participate in School Improvement Council Meetings	**15.0**	**13.6**	**13.8**
Participate in Parent-Teacher-Student Organizations	**41.3**	**34.4**	**30.1**
Participate in school committees	**24.1**	**15.3**	**14.9**
Attend parent workshops	**29.0**	**25.1**	**21.3**
Visit my child's classrooms during the school day	**48.1**	**25.4**	**15.9**
Contact my child's teachers about my child's schoolwork.	**82.5**	**71.3**	**61.7**
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**90.3**	**82.2**	**67.7**
Make sure my child does his/her homework.	**97.7**	**93.1**	**85.6**
Help my child with homework when he/she needs it.	**97.5**	**92.2**	**83.0**

Finally, are there differences in parent involvement based on the absolute performance rating of the school? This is the second year that this analysis has been analyzed using the following questions which reflect parental involvement at the school site. It should be emphasized that parents self-report their involvement.

As Table 22 illustrates, a greater percentage of parents completing the survey and having a child who attended a school with an absolute rating of Excellent or Good reported that they were involved in school-based activities excluding School Improvement Councils. A greater percentage of these parents reported attending open houses, parent-teacher conferences or student programs, volunteering at their child's school, and participating on school committees in 2007 than in 2006. However, proportionately, twice as many parents whose child attended a school with an absolute rating of Unsatisfactory responded they there were not involved in these activities but wanted to be involved. Over half of these parents did not volunteer in their child's school, go on school trips, participate in school committees, participate in the School Improvement Council, or attend parent workshops but wanted to.

Table 22
Percentage of Parents Responding Whose Child Attended in 2007 a School with an Absolute Rating of:
(In parenthesis are the 2006 parent survey results)

"I do this"	**Excellent**	**Good**	**Average**	**Below Average**	**Unsatisfactory**
Attend open houses or parent-teacher conferences	**86.6** (81.59)	**82.6** (80.43)	**80.8** (77.69)	**73.4** (70.28)	**66.8** (65.39)
Attend student programs or performances	**85.5** (81.66)	**81.4** (79.49)	**79.1** (75.92)	**72.1** (68.41)	**64.7** (62.76)
Volunteer for the school	**55.5** (49.50)	**47.9** (45.29)	**40.1** (38.45)	**32.2** (31.30)	**27.7** (27.66)
Go on trips with my child's school	**47.4** (42.37)	**42.3** (40.01)	**37.8** (34.79)	**30.9** (28.44)	**24.2** (24.96)
Participate in School Improvement Council Meetings	**12.9** (12.16)	**12.9** (11.66)	**13.1** (12.79)	**16.5** (15.04)	**19.3** (17.10)
Participate in Parent-Teacher-Student Organizations	**50.1** (44.36)	**40.1** (39.16)	**35.8** (34.37)	**32.6** (31.74)	**35.5** (32.81)
Participate in school committees	**28.6** (23.69)	**22.0** (20.18)	**18.4** (16.33)	**16.6** (15.04)	**17.7** (15.69)
Attend parent workshops	**29.6** (24.84)	**24.8** (24.95)	**25.6** (24.39)	**27.2** (25.53)	**28.4** (26.45)
"I don't do this but I would like to"	**Excellent**	**Good**	**Average**	**Below Average**	**Unsatisfactory**
Attend open houses or parent-teacher conferences	**9.6** (12.20)	**12.8** (13.54)	**14.5** (16.13)	**20.9** (21.96)	**27.7** (27.22)
Attend student programs or performances	**10.7** (12.32)	**13.7** (13.98)	**15.9** (17.14)	**21.3** (22.81)	**28.1** (28.15)
Volunteer for the school	**26.4** (28.81)	**30.7** (31.32)	**35.9** (35.57)	**42.3** (40.94)	**48.5** (44.86)
Go on trips with my child's school	**34.1** (33.97)	**37.7** (38.51)	**42.1** (42.53)	**47.5** (46.81)	**53.8** (50.13)
Participate in School Improvement Council Meetings	**42.3** (41.92)	**43.9** (45.01)	**47.5** (47.05)	**51.5** (50.88)	**56.5** (54.64)
Participate in Parent-Teacher-Student Organizations	**23.9** (27.11)	**30.5** (31.53)	**35.1** (36.01)	**41.1** (41.69)	**45.2** (45.06)
Participate in school committees	**31.2** (33.12)	**35.9** (36.36)	**40.2** (40.51)	**45.7** (45.83)	**50.1** (49.24)
Attend parent workshops	**33.4** (35.21)	**36.9** (38.16)	**39.8** (40.50)	**43.5** (43.95)	**47.3** (47.22)

On these questions of parental involvement, the largest difference in reported parental involvement activities occurred in parental response to attendance at open houses/parent teacher conferences and student programs or performances. Overall, over 86% of parents whose child attended a school

with an absolute rating of Excellent reported attending these school-site events whereas between 65 and 67% of parents whose child attended a school with an absolute rating of Unsatisfactory reported attending these school functions. One explanation of this disparity may be work schedules. However, parents responding to the survey whose child attended a school with an absolute rating of Unsatisfactory were more likely to participate in the School Improvement Council.

When looking at the obstacles to parental involvement, the survey again showed parents perceived that their work was the most common obstacle to their involvement at their child's school. Again, almost one-third of the respondents also indicated that information on how to become involved either does not get to them or gets to them late. The obstacles are consistent across the six years as reported in Table 23.

Table 23
Percentage Parents Replying "True" to these questions

	2007	2006	2005	2004	2003	2002
Lack of transportation reduces my involvement	**11.8%**	12.89%	12.31%	12.47%	12.59%	12.61%
Family health problems reduce my involvement.	**15.0%**	15.48%	15.41%	14.88%	15.43%	15.46%
Lack of available care for my children or other family members reduces my involvement.	**15.4%**	16.14%	15.87%	15.49%	15.27%	15.25%
My work schedule makes it hard for me to be involved.	**55.4%**	55.63%	55.54%	56.23%	56.97%	57.91%
The school does not encourage my involvement.	**19.6%**	19.76%	20.04%	20.35%	20.10%	19.68%
Information about how to be involved either comes too late or not at all.	**27.3%**	28.19%	28.31%	29.11%	29.07%	28.71%
I don't feel like it is appreciated when I try to be involved.	**13.6%**	14.03%	14.08%	14.08%	14.24%	13.89%

Parents were also asked several questions about their child's school and its efforts in increasing parental involvement. Across these questions, two-thirds of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good. Approximately one-fourth rated the school's efforts as "okay." Across the past three years, these percentages have been relatively constant as reflected in Table 24.

Table 24
Percentage (%) of Parents who responded:

	Very Good or Good			**Bad or Very Bad**			**Okay**		
	2007	2006	2005	**2007**	2006	2005	**2007**	2006	2005
School's overall friendliness.	**75.0**	73.11	73.06	**3.1**	3.39	3.21	**20.2**	21.79	22.25
School's interest in parents' ideas and opinions.	**58.0**	56.24	55.74	**8.8**	9.25	9.15	**30.8**	31.86	32.45
School's effort to get important information from parents.	**61.5**	62.01	61.49	**9.4**	8.63	8.77	**27.1**	26.98	27.49
The school's efforts to give important information to parents.	**67.2**	66.55	66.21	**8.1**	7.63	7.75	**23.1**	23.75	24.11
How the school is doing overall.	**69.7**	68.74	68.22	**4.8**	4.92	4.81	**23.8**	24.37	25.11

PART FIVE
Analysis of Parent and Teacher Satisfaction Responses, 2007

Like parents, teachers also complete an annual survey with the results reflected on the annual school report cards. However, unlike parents, teachers complete an online survey. As described in the instructions for the administration of the2007 report card surveys (Appendix B), beginning February 1, 2006 and concluding on February 28, 2006, teachers were asked to complete an online survey. Teachers accessed the survey from the South Carolina Department of Education's website. Teachers, librarians, guidance counselors and speech therapists in a school were asked to complete the survey using any computer with internet access. Approximately 44,980 teachers completed the survey for school year 2006-07. The survey contained 73 questions relating to the three indicators: learning environment, home and school relations and social and physical environment. Like the parent survey, teacher satisfaction with the following questions was included on the annual school report cards:

Question 26	**I am satisfied with the learning environment in my school.**
Question 42	**I am satisfied with the social and physical environment at my school.**
Question 73	**I am satisfied with home and school relations.**

The following is an analysis that compares the responses of the parent and teacher surveys to these three questions regarding satisfaction. The purpose of the analysis is to determine how parents and teachers differ in their satisfaction with the three indicators (learning environment, home and school relations and social and physical environment. The analysis also compares the parent and teacher survey responses with the absolute rating of the school to determine predictability of the absolute rating using parent and teacher satisfaction levels.

First, Table 25 includes the descriptive statistics for the 2007 teacher survey responses. As the data show, teachers generally are more satisfied with the learning environment of their school and less satisfied with home and school relations of their school. The trend remains even when analyzing the responses by the type of school. In addition, generally, teachers in elementary school had higher mean satisfaction levels with all three indicators than did teachers in middle or high school.

Table 25

Descriptive Statistics: Teacher Variables

Combined Schools

Variables	Mean	St. Dev.	Min	Max
Learning Environment	3.52	.467	0	4
Social & Physical Environment	3.48	.478	0	4
Home & School Relations	3.19	.622	0	4
Absolute School Index	3.10	.439	1	5

Elementary Schools

Learning Environment	3.60	.424	0	4
Social & Physical Environment	3.57	.434	.29	4
Home & School Relations	3.34	.566	0	4
Absolute School Index	3.14	.384	1.9	4.7

Middle Schools

Learning Environment	3.45	.482	0	4
Social & Physical Environment	3.41	.499	.27	4
Home & School Relations	3.09	.631	0	4
Absolute School Index	2.94	.373	1.9	4.0

High Schools

Learning Environment	3.41	.482	0	4
Social & Physical Environment	3.37	.499	0	4
Home & School Relations	3.00	.631	0	4
Absolute School Index	2.94	.317	1.0	5.0

Analytic Approach

In the first stage of the analyses, the internal consistency of each of the parent and teacher satisfaction variables[8] was computed using Cronbach's alpha (a.k.a "the reliability coefficient"). Internal consistency, which is based on the correlations between different items on the same survey, determines the extent to which a set of items measures the same characteristic or produces similar scores. A commonly-accepted rule of thumb is that an alpha coefficient (i.e.,α) of 0.60-0.70 indicates acceptable reliability and 0.8 or higher indicates good reliability.[9] The three satisfaction variables (i.e., Learning Environment, Home and School Relations, and Social and Physical Environment) are composites that were calculated by taking the mean average of all of the items that comprised each construct.

In the next step, Pearson product-moment correlation coefficients were used to estimate the degree of association between the absolute school index and the parent/teacher satisfaction variables. A correlation coefficient, which measures how variables are related, is designated by the letter "r" and can range from -1 to +1. The closer the value is to "+1" the stronger the relation is between two variables. If the magnitude of the association between two variables is.15—.20, the qualification is considered to be very weak. A range of .20—.25 denotes a moderately strong association; .25—.30 is fairly strongly; .30—.35 is considered to be strong; .35—.40 is very strong; and .40—.99 denotes an extremely good relation between the two variables. However, if the magnitude of association is over .45, it could mean that the two variables are measuring the same thing, so findings such as these need to be carefully interpreted.

Finally, multiple regression models were used to investigate the statistical predictions between the parent/teacher satisfaction variables and the school absolute index. Regression analysis is a statistical tool for the investigation of the relations between variables. The objective of this particular tool is to predict a single dependent variable by a set of independent variables. In other words, with multiple regression one can ascertain the causal effect of a variable (e.g., "Learning Environment," "Social and Physical Environment," and "Home and School Relations") upon an outcome (e.g., Absolute School Index).

Reliability Analysis

Reliability Analysis, which measures the extent that item responses obtained at the same time correlate highly with each other, was used to estimate the internal consistency of items within each of the parent and teacher satisfaction composites. A total score was derived for each composite by taking the mean average of the items that were used to compute each construct. In order to discuss the results of this report as they relate to findings in previous parent reports (see "Part Six: Conclusions and Policy Implications"), none of the items in the satisfaction composites were deleted even if it would result in a higher "Cronbach's Alpha if item deleted."

Parents

Learning Environment: This composite was comprised of five questions in the parent survey that asked parents to reflect upon the learning environment of their child's school. The items were scored on a 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know.

[8] The parent and teacher data were analyzed separately for all of the analyses. Composites and constructs are used interchangeably to denote the three satisfaction variables for parents and teachers.

[9] The items in each of the three constructs for parents and teachers were grouped together on the survey. The internal consistencies were computed to ensure that all of the items should have been included in developing the composites.

The scoring of these items was changed from (5) to (0) for "Don't know," which resulted in intervals that ranged from (0) Don't know to (4) Strongly agree. Higher scores for the composite corresponded to a higher degree of parent satisfaction with the "Learning Environment," and the alpha coefficient was .81.

Home and School Relations: Eleven items, which determine parent perceptions of home and school relations by focusing on the interactions between the parent and their child's teacher and between the school and the parent, were used to compute this composite. The items also were scored on 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know, and they were recoded to (0) Don't know to (4) Strongly agree. The total score for this composite resulted in higher scores corresponding to a higher degree of parent satisfaction with "Home and School Relations," and the internal consistency of the composite was .87.

Social and Physical Environment: Five items are included in this composite that measures parent satisfaction with the child's social and physical environment. The items, which were originally scored on a 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know, were recoded to (0) Don't know to (4) Strongly agree. Higher scores corresponded to a higher degree of parental satisfaction with the child's social and physical environment, and the internal consistency was .78.

Teachers

Learning Environment: This composite was comprised of twenty-seven questions on the teacher survey that measured the degree of their satisfaction with the school learning environment. The items were scored on a 5 point Likert-type scale with the following intervals: (1) Disagree, (2) Mostly disagree, (3) Mostly agree, (4) Agree, and (5) Don't know. The scores for "Don't know" were changed from "5" to "0," which resulted in a scale with intervals that ranged from (0) Don't know to (4) Agree. The mean average for the items was computed, with higher scores corresponding to teacher having a higher degree of satisfaction with the "Learning Environment," and the alpha coefficient was .94.

Home and School Relations: The composite for teacher satisfaction of the relations between the child's parent and the school consisted of eleven items that were scored on a 5 point Likert-type scale, and the intervals ranged from (1) Disagree to (5) Don't know. The scores for "Don't know" were changed from "5" to "0," and the resulting intervals for the scale were changed to (0) Don't know to (4) Agree. Teachers with more positive perceptions about parental relations with the school had higher scores, and the internal consistency of the "Home and School Relations" composite was .93.

Social and Physical Environment: This construct, which is comprised of 17 items, measures teacher satisfaction of the school social and physical environment. The items were scored on a 5 point Likert-type scale with intervals that ranged from (1) Disagree to (5) Don't know, and they were recoded to (0) Don't know to (4) Agree. The total score was derived for the construct with higher scores corresponding to a higher degree of satisfaction, and the internal consistency of "Social and Physical Environment" was .91.

Correlational Analysis

Pearson correlations were used to estimate the degree of association between the Absolute School Index and parent/teacher satisfaction with the "Learning Environment," "Home and School Relations," and "Social and Physical Environment." All correlations discussed below are significant at p<.01. Correlational matrices are presented in Table 26.

Table 26
Correlations Among Satisfaction Variables and Absolute School Index[10]

Variable[11]	AbsIndex	LearnEnv	SocPhyEnv	HSRelations
AbsIndex	**1.0**	.19	.23	.36
LearnEnv	.14	**1.0**	.75	.64
SocPhyEnv	.22	.60	**1.0**	.67
HSRelations	.09	.64	.66	**1.0**

Variable Key

AbsIndex = Absolute Index
LearnEnv = Learning Environment
SocPhysEnv = Social and Physical Environment
HSRelations = Home and School Relations

[10] Teacher correlations are above the diagonal while parent correlations are below the diagonal.
[11] All correlations are significant at $p < .01$.

Parents

Absolute School Index was positively correlated with parent satisfaction with the "Learning Environment" (r=.41), "Home and School Relations" (r= .22) and the "Social and Physical Environment" (r=.22). Parent satisfaction with the "Learning Environment" was positively correlated with "Home and School Relations" (r=.85) and the "Social and Physical Environment" (r=.85). Similarly, parent satisfaction with "Home and School Relations" was positively correlated with their level of satisfaction with the "Social and Physical Environment" (r=.84).

These results suggested that parents who have children in schools with higher absolute school indices tend to be satisfied with the learning environment, home and school relations, and the social and physical environment. The results also indicated that parents who were satisfied with the learning environment were more likely to be satisfied with home and school relations and the social and physical environment, and those who were satisfied with home and school relations were more likely to be satisfied with the social and physical environment.

Teachers

Absolute School Index was positively correlated with teacher satisfaction with the "Learning Environment" (r=.41), parental "Home and School Relations" (r= .62) and the "Social and Physical Environment" (r=.44). Teacher satisfaction with the "Learning Environment" was positively correlated with their satisfaction with parental "Home and School Relations" (r= .74) and with their "Social and Physical Environment" (r=.85). The degree of teacher satisfaction with parental "Home and School Relations" also was positively correlated with their satisfaction of the "Social and Physical Environment" (r=.75).

The results of the teacher survey indicated that those who were in schools with higher absolute indices tended to be more satisfied with the learning environment, home and school relations, and the social and physical environment. The results also suggested that teachers who were more satisfied with the school learning environment were more likely to be satisfied with their social and physical environment, as well as with parental efforts with home and school relations. Similarly, teachers who were more satisfied with their social and physical environment were more likely to be satisfied with the efforts that parents put forth with home and school relations.

Multiple Regression Analysis

Separate regression models were conducted for parents and teachers to determine if their satisfaction with the "Learning Environment," "Social and Physical Environment," and "Home and School Relations" were predictors for the Absolute School Index. A series of models also were conducted for parents and teachers to investigate the predictive validity of the satisfaction variables for the absolute indices of elementary, middle, and high schools, separately. The results from the regression analyses are presented in Table 27. The adjusted R^2 noted in the table is interpreted as the amount of variance that the satisfaction variables explain in the Absolute Indices for Elementary, Middle, and High Schools, respectively.

Parents

The first regression equation tested whether parent satisfaction with the "Learning Environment," "Social and Physical Environment," and "Home and School Relations" would significantly predict the Absolute School Index. Results indicated that the model was significant (F {3, 996} = 230.86, p<.01)

and explained 41% of the variance. All three satisfaction variables, "Learning Environment" (beta = .37), Social and Physical Environment" (beta=.89), and "Home and School Relations" (beta = -.83), were significant predictors for Absolute School Index.

Next, a series of regression equations were conducted to test whether the satisfaction variables were significant predictors for elementary, middle and high schools' absolute indices. The results indicated that the models were significant for elementary (F {3, 583} = 184.43, p<.01), middle (F {3, 234} = 106.10, p<.01), and high (F {3, 177} = 26.55, p<.01) schools; and all three satisfaction variables were significant predictors for each school level.

The standardized beta weights for the "Learning Environment," "Home and School Relations," and "Social and Physical Environment" in elementary, middle, and high schools were (beta = .20, -.60, .90), (beta = .34, -.83, .90), and (beta = .35, -.42, .51), respectively. The variance explained for the elementary, middle, and high school regression models was 49%, 57%, and 30%, respectively.

Teachers

The regression equation for teachers tested whether their satisfaction with the "Learning Environment," "Social and Physical Environment," and parental "Home and School Relations" were significant predictors for the absolute school indices. The results of the teacher prediction model indicated that it was significant (F {3, 1003} = 216.86, p<.01) and explained 39% of the variance. Two of the three satisfaction variables, "Learning Environment" (beta = -.11) and "Home and School Relations" (beta = .70), were significant predictors for Absolute School Indices. The "Social and Physical Environment" (beta = .01) was not a significant predictor

The regression equations conducted to investigate the effects of teacher satisfaction on absolute school indices suggested that the models were significant for elementary (F {3, 585} = 190.74, p<.01), middle (F {3, 237} = 75.35, p<.01), and high (F {3, 179} = 35.27, p<.01) schools, and the variance explained for each model was 50%, 49%, and 37%, respectively. "Home and School Relations" was the only significant predictor for middle (beta = .84) and high (beta = .56) schools. And in elementary schools, the "Learning Environment" (beta = -.13) and "Home and School Relations" (beta = .80) were significant predictors.

It is noteworthy to mention that teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

In regard to the regression analyses for parents and teachers, it is important to note that almost 50% or more of the variance was explained by the three satisfaction variables in concert for elementary, middle, and high schools. Satisfaction with the social and physical environment and home and school relations are carrying the weight of the model for parents, and satisfaction with parental home and school relations is carrying the weight of the model for teachers. However, for both parents and teachers, the satisfaction variables are responsible for more than half of the variance in the school ratings, meaning that the numerous other issues that could be important for student achievement would be responsible for the other half. The regression analyses for parents and teachers in elementary, middle, and high schools are reported in Table 27.

Table 27
Parent and Teacher Satisfaction Regressed on Absolute School Index

	ABSOLUTE INDEX[12]		
PREDICTORS	**Elementary School** Parents/Teachers	**Middle School** Parents/Teachers	**High school** Parents/Teachers
Learning Environment	.20 / -.13	.34 / -.11*	.35/.08*
Home and School Relations	-.60 / .80	-.83 / .84	-.42/.56
Social and Physical Environment	.90 / -.01	.90 / -.09*	.51/.01**
Adjusted R^2	.49/49	.57/49	.30/37
Parents (df) Model F [13]	(3, 583) 184.42	(3, 234) 106.10	(3, 177) 26.55
Teachers (df) Model[14]	(3, 585) 190.74	(3, 237) 75.35	(3, 179) 35.27

[12] All Beta weights for parents/teachers are significant at $p < .01$ with the exception of * $p < .03$ and ** $p < .14$ (ns).
[13] F statistic is significant at $p < .01$.
[14] F statistic is significant at $p < .01$.

As the results in Table 27 reveal, the standardized betas for "Home and School Relations" are negative for elementary, middle, and high school parents, which indicates that there is a negative relation between parental satisfaction with home and school relations and the absolute index of the school. This finding is counterintuitive to what would be expected and also to what a large body of past research has shown. Therefore, additional analyses were conducted to further explore the relation between the parent satisfaction constructs and absolute school indices.

First, "collinearity diagnostics" were performed using SPSS statistical software to determine if the negative beta weight for "Home and School Relations" could be attributed to problems with multicollinearity, which exists when independent variables (e.g., parent satisfaction constructs) are highly correlated. Problems with multicollinearity can be detected by performing an SPSS procedure that computes a variance inflation factor (VIF), which is an index of the amount of variance of each regression coefficient (i.e., beta weight). According to Cohen, Cohen, West, and Aiken (2003), a VIF smaller than 10 is indicative of problems with multicollinearity.

The VIFs were computed for the three regression models whereby the parent satisfaction constructs were regressed on the absolute indices for elementary, middle, and high schools. Results for the elementary school model indicated that the VIFs for "Home/School Relations," "Learning Environment," and "Social/Physical Environment" were 3.26, 3.98, and 2.85, respectively. The VIFs for "Home/School Relations," "Learning Environment," and "Social/Physical Environment" were 2.93, 5.24, and 3.99 for the middle school model, and 4.69, 6.58, and 5.35 for the high school regression model. In sum, when all three indicators are used simultaneously to predict the absolute index, the constructs are too interrelated to differentiate the individual impact of each on the absolute school index.

There are a number of approaches that can be used to deal with problems resulting from multicollinearity, and the simplest is to revise the regression model such that the degree of multicollinearity is reduced. In other words, we need to reconsider the variables included in the model, and one of the ways is to test the variables in separate regression models as independent predictors of the absolute school index. Table 28 is a result of these analyses.

As can be seen in Table 28, all three parent satisfaction constructs were positive predictors for absolute school index. However, as previously shown in Table 27, parent satisfaction of the social and physical environment is the strongest predictor for student performance.

Table 28
Parent Satisfaction Regressed on Absolute School Index

	ABSOLUTE INDEX[15]		
PREDICTORS	**Elementary School**	**Middle School**	**High School**
Learning Environment	.48	.51	.41
Home/School Relations	.29	.17	.12
Social/Physical Environment	.66	.62	.46
Adjusted R^2	.23/.09/.44	.26/.03/.38	.17/.01/.21
Learning Environment **(df) Model F**	(1, 27217) 7968.73	(1, 21983) 7554.43	(1, 9696) 2008.03
Home/School Relations **(df) Model F**	(1, 27217) 2529.15	(1, 21983) 630.39	(1, 9696) 143.60
Social/Physical Environment **(df) Model F**	(1, 27217) 21284.57	(1, 21983) 13709.02	(1, 9696) 2581.51

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[15]All Beta weights and F statistics are significant at $p < .001$.

PART SIX
Findings and Policy Implications

Findings of the 2007 Parent Survey:

1. While there were no changes in the administration of the 2007 parent survey, the number of parent surveys completed and returned in 2007 declined by 7% from 2006. Even with the decline, an estimated 35% to 43% of the parents surveyed responded in 2007.

2. Compared to prior annual parent surveys, the respondents had similar demographic and socio-economic characteristics. The respondents also typically had household incomes greater than the public school population of South Carolina and achieved higher educational levels than the general population of South Carolina.

3. Parent satisfaction levels increased to a six-year high for all three indicators -- learning environment, home and school relations and social and physical environment of their child's school.

4. Overall, parents whose child attended an elementary school expressed greater satisfaction with all three indicators than parents whose child attended a middle or high school.

5. Parent satisfaction improved as the absolute performance rating of the school improved and declined as the absolute performance rating of the school declined.

6. Parents continued to express concern with student behavior at their child's school. Approximately, 80.2% of parents whose child attended a school with an absolute rating of Excellent agreed or strongly agreed that students at their child's school were well behaved. In contrast, only 36.5% of parents whose child attended a school with an absolute rating of Unsatisfactory felt that students behaved well. For Good, Average and Below Average schools, the percentage of parents agreeing with this statement ranged from 67.1% to 46.2%. These same parents expressed concern that their child's school did not treat all students fairly. Almost three-fourths of parents whose child attended a school with an Excellent absolute rating school felt that their child's school treated all students fairly as compared to just half of the parents whose child attended an Unsatisfactory school.

7. As in prior years, less than half of the parents believed that their child's school considered changes based on what parents say. The percentage was greatest, 55%, for parents whose child attended a school with an absolute rating of Excellent.

8. Regarding parental involvement, parents in 2007 self-reported levels of parental involvement comparable to prior surveys. Over 78% attend open houses or parent-teacher conferences while 93% report helping their child with homework. The biggest obstacle to parental involvement is again work schedules.

Comparing teacher and parent satisfaction with the learning environment, home and school relations and social and physical environment of the school using the teacher and parent survey responses from 2007 documented the following:

1. The reliability analysis shows that the relationship between the variables or questions in each construct (learning environment, home and school relations and social and physical

environment) is good for both the parent and teacher surveys but significantly stronger in the teacher survey. In essence, the questions consistently and reliably measure parent and teacher satisfaction with the learning environment, home and school relations and social and physical environment of their child's school or school.

2. The correlation analysis suggested that parents who have children in schools with higher absolute school indices tend to be satisfied with the learning environment, home and school relations, and the social and physical environment. The results also indicated that parents who were satisfied with the learning environment were more likely to be satisfied with home and school relations and the social and physical environment, and those who were satisfied with home and school relations were more likely to be satisfied with the social and physical environment.

3. For teachers, the correlation analysis suggested that teachers who were in schools with higher absolute indices tended to be more satisfied with the learning environment, home and school relations, and the social and physical environment. The results also suggested that teachers who were more satisfied with the school learning environment were more likely to be satisfied with their social and physical environment, as well as with parental efforts with home and school relations. Similarly, teachers who were more satisfied with their social and physical environment were more likely to be satisfied with the efforts that parents put forth with home and school relations.

4. To determine if parent and teacher satisfaction levels with the learning environment, home and school relations and social and physical environment of the school can predict the absolute index of the school, regression analyses for both surveys were conducted. For parents, all three indicators when analyzed separately were predictors of an elementary, middle or high school's absolute index. However, parent satisfaction of the social and physical environment is the strongest predictor of the absolute school index. Moreover, parent satisfaction with all three indicators explained 49% of the variance in the absolute index of elementary schools, 57% in middle, and 30% in high schools.

5. On the other hand, for teachers, the teacher survey had different results. Teacher satisfaction with home and school relations was a predictor of a middle and high school's absolute index. Teacher satisfaction with the learning environment and home and school relations was a predictor of an elementary school's absolute index. Teacher satisfaction with the social and physical environment was not a predictor of a school's absolute index. Furthermore, teacher satisfaction with home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations. Teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

6. Almost 50% or more of the variance was explained by the three satisfaction variables in concert for elementary, middle, and high schools. Satisfaction with the social and physical environment and home and school relations are carrying the weight of the model for parents, and satisfaction with parental home and school relations is carrying the weight of the model for teachers. However, for both parents and teachers, the satisfaction variables are responsible for more than half of the variance in the school ratings, meaning that other educational initiatives could be implemented to take into account the other half of student achievement.

7. In conclusion, the analysis is consistent with research that parental involvement positively impacts student achievement as measured by the absolute index of schools.

Policy Implications:

1. School districts and schools should reinvigorate their efforts at increasing survey responses. To increase the response rate, the South Carolina Department of Education should mail the parent surveys directly to parents and include a pre-addressed business reply mail envelope for parents to use to return the completed survey. Efforts to improve response rates among economically disadvantaged parents should also be taken at both the state and local levels.

2. Parent satisfaction with public schools is at a six-year high. However, the 2007 parent survey responses pointed out two areas of consistent concern for parents that impact student academic achievement and parental involvement efforts. Responses to the 2007 parent survey document that student behavior continues to be a concern for parents. Parents whose child attended a school with an absolute rating of Unsatisfactory were more than twice as likely to express concern with student behavior as were parents whose child attended an Excellent school. School reform efforts in underperforming schools should include professional development and technical assistance strategies to evaluate and improve student behavior. All schools should focus on building home and school relations that value and address parental concerns and suggestions. Such schools tend to have higher academic achievement.

3. Based on analyses of the 2007 parent and teachers surveys, from the perspective of teachers, improving home and school relations in all schools and the learning environment in elementary schools would contribute to higher student academic achievement. For parents, improving the social and physical environment of their child's school would contribute to higher student academic achievement. Consequently, school renewal plans, technical assistance and professional development in schools should include strategies to develop stronger parent, school and teacher relationships and to improve the social and physical environment of schools. Other initiatives should address school safety and student discipline problems. Initiatives that reinforce high expectations for learning and that provide information to parents on what their child should be learning would reinforce efforts to improve student achievement.

4. To assist school districts and schools in addressing the issues raised in this report, the Governor and General Assembly should provide funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act. The South Carolina Department of Education technical assistance to underperforming schools should assist schools in evaluating the results of their parent and teacher surveys and in designing strategies to address weaknesses in the three indicators – learning environment, home and school relations and social and physical environment.

5. The South Carolina Department of Education should provide the results of the parent survey, as well as teacher and student surveys, directly to each school district, school principal and the chair of each school improvement council. Principals and school improvement councils should identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents and address issues of concern to teachers, parents and students.

6. Based on the results of this study, future studies on the relationship of student discipline, attendance, and graduation rates with academic achievement as measured by the absolute index are needed because parental involvement in a child's education directly impacts or reflects student achievement.

APPENDIX

Appendix A
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Appendix B

Copy of the 2007 Parent Survey

South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Correct Mark: ● Incorrect Marks: ⊘ ⊗ ○ ◔

Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn.	○	○	○	○	○
2. My child's school has high expectations for student learning.	○	○	○	○	○
3. My child's teachers encourage my child to learn.	○	○	○	○	○
4. My child's teachers provide extra help when my child needs it.	○	○	○	○	○
5. I am satisfied with the learning environment at my child's school.	○	○	○	○	○

Please mark how much you agree or disagree with each of the following statements about Home and School Relations.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers contact me to say good things about my child.	○	○	○	○	○
2. My child's teachers tell me how I can help my child learn.	○	○	○	○	○
3. My child's teachers invite me to visit my child's classrooms during the school day.	○	○	○	○	○
4. My child's school returns my phone calls or e-mails promptly.	○	○	○	○	○
5. My child's school includes me in decision-making.	○	○	○	○	○
6. My child's school gives me information about what my child should be learning in school.	○	○	○	○	○
7. My child's school considers changes based on what parents say.	○	○	○	○	○
8. My child's school schedules activities at times that I can attend.	○	○	○	○	○
9. My child's school treats all students fairly.	○	○	○	○	○
10. The principal at my child's school is available and welcoming.	○	○	○	○	○
11. I am satisfied with home and school relations at my child's school.	○	○	○	○	○

Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's school is kept neat and clean.	○	○	○	○	○
2. My child feels safe at school.	○	○	○	○	○
3. My child's teachers care about my child as an individual.	○	○	○	○	○
4. Students at my child's school are well-behaved.	○	○	○	○	○
5. I am satisfied with the social and physical environment at my child's school.	○	○	○	○	○

Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event
1. Attend Open Houses or parent-teacher conferences	○	○	○	○
2. Attend student programs or performances	○	○	○	○
3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	○	○	○	○
4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	○	○	○	○
5. Participate in School Improvement Council meetings.	○	○	○	○
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	○	○	○	○
7. Participate in school committees (textbook committee, spring carnival committee, etc.)	○	○	○	○
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	○	○	○	○

Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to
1. Visit my child's classrooms during the school day.	○	○	○
2. Contact my child's teachers about my child's school work.	○	○	○
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	○	○	○
4. Make sure my child does his/her homework.	○	○	○
5. Help my child with homework when he/she needs it.	○	○	○

Go on to next page.

Please mark if each of the following is TRUE or FALSE.

	TRUE	FALSE
1. Lack of transportation reduces my involvement.	○	○
2. Family health problems reduce my involvement.	○	○
3. Lack of available care for my children or other family members reduces my involvement.	○	○
4. My work schedule makes it hard for me to be involved.	○	○
5. The school does not encourage my involvement.	○	○
6. Information about how to be involved either comes too late or not at all.	○	○
7. I don't feel like it is appreciated when I try to be involved.	○	○

Please rate your school on...

	Very good	Good	Okay	Bad	Very bad
1. The school's overall friendliness.	○	○	○	○	○
2. The school's interest in parents' ideas and opinions.	○	○	○	○	○
3. The school's efforts to get important information from parents.	○	○	○	○	○
4. The school's efforts to give important information to parents.	○	○	○	○	○
5. How the school is doing overall.	○	○	○	○	○

Please answer the following questions about your child who attends the school identified at the bottom of this page.

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th

2. What is your child's gender? ○ Male ○ Female

3. What is your child's race/ethnicity?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific Islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

4. What grades did your child receive on his/her last report card?
   - ○ All or mostly A's and B's
   - ○ All or mostly C's and D's
   - ○ All or mostly B's and C's
   - ○ All or mostly D's and F's

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ○ Male ○ Female

2. What is your race/ethnic group?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

3. What is the highest level of education you have completed?
   - ○ Attended elementary/high school
   - ○ Earned Associate Degree
   - ○ Earned college degree
   - ○ Completed high school/GED
   - ○ Attended college/training program
   - ○ Postgraduate study and/or degree

4. What is your family's total yearly household income?
   - ○ Less than $15,000
   - ○ $25,000 - $34,999
   - ○ $55,000 - $75,000
   - ○ $15,000 - $24,999
   - ○ $35,000 - $54,999
   - ○ More than $75,000

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA

3205044

Leaphart Elementary

Appendix C

ADMINISTRATION OF THE 2007 REPORT CARD SURVEYS

The Education Accountability Act of 1998 specifies that "school report cards should include information in such areas as…evaluations of the school by parents, teachers, and students." To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

SCHEDULE

Teacher Surveys – on www.ed.sc.gov website

February 1, 2006 – Website opens.
February 28, 2006 – Website closes.

Student & High School Student Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

Parent Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 27, 2007 – Date for parent survey forms to be returned to the school.
This is the date appearing in the letter to parents.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@ed.sc.gov or 803-734-8269.

CHANGES THIS YEAR

STUDENT & PARENT SURVEYS – School staff no longer have to weigh the box and sign the UPS shipping label when returning the completed survey forms to the contractor.

GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous**.**
- ✓ While principals and other school administrators should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the State Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11th graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.

SCHOOL SURVEY COORDINATOR INSTRUCTIONS

RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed UPS shipping label (used to return completed surveys to contractor, freight prepaid).
  - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
  - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with "S."
  - ✓ Student survey forms.
- If there are not enough survey forms for your school, please refer to the master listing on the Office of Research website to check the number of survey forms ordered for your school. If you did not receive your full shipment of survey forms, contact Mike Pulaski at mpulaski@mindspring.com.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

SURVEY GUIDELINES

Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, respondents should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

Parent Survey

- Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an "S" on the outside.
- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child's school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

- Choose a day within the four-week period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the March 27 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). The envelopes containing the Spanish version of the survey and letter will be marked with an "S." Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus most of the school day.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school. The teacher survey reporting tool may be accessed from the first page of the teacher survey.
- Problems with your school's internet access should be directed to your district technology coordinator.

PREPARING COMPLETED SURVEYS FOR SHIPMENT

Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged**. No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged**. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged due to excess movement inside the box during transit. You may want to use the box in which the survey forms were delivered for the return shipment.
- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You also can drop off the package at any UPS store as well as selected Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**
- If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.
- All surveys must be shipped on or before **Thursday, March 29, 2007**.

Appendix A—Student & Parent Survey Participants

School's Grade Span	Grade Level of Students and Parents to be Surveyed		School's Grade Span	Grade Level of Students and Parents to be Surveyed
K-1, K-2, 1-2	none		4-9	5 & 9
K-3	3		5-9	9
1-3	3		6-9	9
2-3	3		7-9	9
K-4	4		8-9	9
1-4	4		K-10	5, 8, & 10
2-4	4		1-10	5, 8, & 10
3-4	4		2-10	5, 8, & 10
K-5	5		3-10	5, 8, & 10
1-5	5		4-10	5, 8, & 10
2-5	5		5-10	8 & 10
3-5	5		6-10	8 & 10
4-5	5		7-10	8 & 10
K-6	6		8-10	10
1-6	6		9-10	10
2-6	6		K-11	5, 8, & 11
3-6	6		1-11	5, 8, & 11
4-6	6		2-11	5, 8, & 11
5-6	6		3-11	5, 8, & 11
K-7	5 & 7		4-11	5, 8, & 11
1-7	5 & 7		5-11	8 & 11
2-7	5 & 7		6-11	8 & 11
3-7	5 & 7		7-11	8 & 11
4-7	5 & 7		8-11	11
5-7	7		9-11	11
6-7	7		10-11	11
K-8	5 & 8		K-12	5, 8, & 11
1-8	5 & 8		1-12	5, 8, & 11
2-8	5 & 8		2-12	5, 8, & 11
3-8	5 & 8		3-12	5, 8, & 11
4-8	5 & 8		4-12	5, 8, & 11
5-8	8		5-12	8 & 11
6-8	8		6-12	8 & 11
7-8	8		7-12	8 & 11
K-9	5 & 9		8-12	11
1-9	5 & 9		9-12	11
2-9	5 & 9		10-12	11
3-9	5 & 9		11-12	11

TEACHER INSTRUCTIONS – ALL STUDENT SURVEYS

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, classroom/homeroom teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.

First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.

There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.

When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You

Appendix D
2007 Teacher Survey

Item in Database	Section	Question/Text
Q_1	1	My school provides challenging instructional programs for students.
Q_2	1	Teachers at my school effectively implement the State Curriculum Standards.
Q_3	1	Teachers at my school focus instruction on understanding, not just memorizing facts.
Q_4	1	Teachers at my school have high expectations for students' learning.
Q_5	1	There is a sufficient amount of classroom time allocated to instruction in essential skills.
Q_6	1	Student assessment information is effectively used by teachers to plan instruction.
Q_7	1	Effective instructional strategies are used to meet the needs of low achieving students.
Q_8	1	My school offers effective programs for students with disabilities.
Q_9	1	Instructional strategies are used to meet the needs of academically gifted students.
Q_10	1	The level of teacher and staff morale is high at my school.
Q_11	1	Teachers respect each other at my school.
Q_12	1	Teachers at my school are recognized and appreciated for good work.
Q_13	1	Students at my school are motivated and interested in learning.
Q_14	1	There are sufficient materials and supplies available for classroom and instructional use.
Q_15	1	Our school has a good selection of library and media material.
Q_16	1	Our school has sufficient computers for instructional use.
Q_17	1	Computers are used effectively for instruction at my school.
Q_18	1	There are relevant professional development opportunities offered to teachers at my school.
Q_19	1	The school administration communicates clear instructional goals for the school.
Q_20	1	The school administration sets high standards for students.
Q_21	1	The school administration has high expectations for teacher performance.
Q_22	1	The school administration provides effective instructional leadership.
Q_23	1	Student assessment information is used to set goals and plan programs for my school.
Q_24	1	Teacher evaluation at my school focuses on instructional improvement.
Q_71	1	School administrators visit classrooms to observe instruction.
Q_25	1	The school administration arranges for collaborative planning and decision making.
Q_26	1	**I am satisfied with the learning environment in my school.**
Q_27	2	The grounds around my school are kept clean.
Q_28	2	The hallways at my school are kept clean.
Q_29	2	The bathrooms at my school are kept clean.
Q_30	2	The school building is maintained well and repaired when needed.
Q_31	2	There is sufficient space for instructional programs at my school.
Q_32	2	Students at my school behave well in class.
Q_33	2	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.

Appendix D
2007 Teacher Survey

Q_34	2	Rules and consequences for behavior are clear to students.
Q_72	2	The rules about how students should behave in my school are fair.
Q_35	2	The rules for behavior are enforced at my school.
Q_36	2	I feel safe at my school before and after school hours.
Q_37	2	I feel safe at my school during the school day.
Q_38	2	I feel safe going to or coming from my school.
Q_39	2	Students from different backgrounds get along well at my school.
Q_40	2	Teachers and students get along well with each other at my school.
Q_41	2	Teachers at my school collaborate for instructional planning.
Q_42	2	**I am satisfied with the social and physical environment at my school.**
Q_43	3	Parents at my school are aware of school policies.
Q_44	3	Parents at my school know about school activities.
Q_45	3	Parents at my school understand the school's instructional programs.
Q_46	3	Parents at my school are interested in their children's schoolwork.
Q_47	3	Parents at my school support instructional decisions regarding their children.
Q_48	3	Parents attend conferences requested by teachers at my school.
Q_49	3	Parents at my school cooperate regarding discipline problems.
Q_50	3	Parents attend school meetings and other school events.
Q_51	3	Parents participate as volunteer helpers in the school or classroom.
Q_52	3	Parents are involved in school decisions through advisory committees.
Q_73	3	**I am satisfied with home and school relations.**

Notes:
Section No. 1 corresponds to questions concerning the learning environment
Section No. 2 corresponds to questions concerning social and physical environment.
Section No. 3 corresponds to questions concerning home and school relations.

Answers to the questions in bold are printed on the annual school report cards.

Appendix A
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Appendix B

Copy of the 2007 Parent Survey

South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Correct Mark: ● Incorrect Marks: ⊘ ⊗ ○ ◔

Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn.	○	○	○	○	○
2. My child's school has high expectations for student learning.	○	○	○	○	○
3. My child's teachers encourage my child to learn.	○	○	○	○	○
4. My child's teachers provide extra help when my child needs it.	○	○	○	○	○
5. I am satisfied with the learning environment at my child's school.	○	○	○	○	○

Please mark how much you agree or disagree with each of the following statements about Home and School Relations.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers contact me to say good things about my child.	○	○	○	○	○
2. My child's teachers tell me how I can help my child learn.	○	○	○	○	○
3. My child's teachers invite me to visit my child's classrooms during the school day.	○	○	○	○	○
4. My child's school returns my phone calls or e-mails promptly.	○	○	○	○	○
5. My child's school includes me in decision-making.	○	○	○	○	○
6. My child's school gives me information about what my child should be learning in school.	○	○	○	○	○
7. My child's school considers changes based on what parents say.	○	○	○	○	○
8. My child's school schedules activities at times that I can attend.	○	○	○	○	○
9. My child's school treats all students fairly.	○	○	○	○	○
10. The principal at my child's school is available and welcoming.	○	○	○	○	○
11. I am satisfied with home and school relations at my child's school.	○	○	○	○	○

Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's school is kept neat and clean.	○	○	○	○	○
2. My child feels safe at school.	○	○	○	○	○
3. My child's teachers care about my child as an individual.	○	○	○	○	○
4. Students at my child's school are well-behaved.	○	○	○	○	○
5. I am satisfied with the social and physical environment at my child's school.	○	○	○	○	○

Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event
1. Attend Open Houses or parent-teacher conferences	○	○	○	○
2. Attend student programs or performances	○	○	○	○
3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	○	○	○	○
4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	○	○	○	○
5. Participate in School Improvement Council meetings.	○	○	○	○
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	○	○	○	○
7. Participate in school committees (textbook committee, spring carnival committee, etc.)	○	○	○	○
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	○	○	○	○

Please tell us if you do the following.	I do this	I don't do this, but I would like to	I don't do this, and I don't care to
1. Visit my child's classrooms during the school day.	○	○	○
2. Contact my child's teachers about my child's school work.	○	○	○
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	○	○	○
4. Make sure my child does his/her homework.	○	○	○
5. Help my child with homework when he/she needs it.	○	○	○

Go on to next page.

Please mark if each of the following is TRUE or FALSE.

	TRUE	FALSE
1. Lack of transportation reduces my involvement.	○	○
2. Family health problems reduce my involvement.	○	○
3. Lack of available care for my children or other family members reduces my involvement.	○	○
4. My work schedule makes it hard for me to be involved.	○	○
5. The school does not encourage my involvement.	○	○
6. Information about how to be involved either comes too late or not at all.	○	○
7. I don't feel like it is appreciated when I try to be involved.	○	○

Please rate your school on...

	Very good	Good	Okay	Bad	Very bad
1. The school's overall friendliness.	○	○	○	○	○
2. The school's interest in parents' ideas and opinions.	○	○	○	○	○
3. The school's efforts to get important information from parents.	○	○	○	○	○
4. The school's efforts to give important information to parents.	○	○	○	○	○
5. How the school is doing overall.	○	○	○	○	○

Please answer the following questions about your child who attends the school identified at the bottom of this page.

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th

2. What is your child's gender? ○ Male ○ Female

3. What is your child's race/ethnicity?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific Islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

4. What grades did your child receive on his/her last report card?
   - ○ All or mostly A's and B's
   - ○ All or mostly C's and D's
   - ○ All or mostly B's and C's
   - ○ All or mostly D's and F's

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ○ Male ○ Female

2. What is your race/ethnic group?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

3. What is the highest level of education you have completed?
   - ○ Attended elementary/high school
   - ○ Earned Associate Degree
   - ○ Earned college degree
   - ○ Completed high school/GED
   - ○ Attended college/training program
   - ○ Postgraduate study and/or degree

4. What is your family's total yearly household income?
   - ○ Less than $15,000
   - ○ $25,000 - $34,999
   - ○ $55,000 - $75,000
   - ○ $15,000 - $24,999
   - ○ $35,000 - $54,999
   - ○ More than $75,000

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA

3205044

Leaphart Elementary

Appendix C

ADMINISTRATION OF THE 2007 REPORT CARD SURVEYS

The Education Accountability Act of 1998 specifies that "school report cards should include information in such areas as…evaluations of the school by parents, teachers, and students." To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

SCHEDULE

Teacher Surveys – on www.ed.sc.gov website

February 1, 2006 – Website opens.
February 28, 2006 – Website closes.

Student & High School Student Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

Parent Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 27, 2007 – Date for parent survey forms to be returned to the school.
This is the date appearing in the letter to parents.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@ed.sc.gov or 803-734-8269.

CHANGES THIS YEAR

STUDENT & PARENT SURVEYS – School staff no longer have to weigh the box and sign the UPS shipping label when returning the completed survey forms to the contractor.

GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous**.**
- ✓ While principals and other school administrators should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the State Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11th graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.

SCHOOL SURVEY COORDINATOR INSTRUCTIONS

RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed UPS shipping label (used to return completed surveys to contractor, freight prepaid).
  - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
  - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with "S."
  - ✓ Student survey forms.
- If there are not enough survey forms for your school, please refer to the master listing on the Office of Research website to check the number of survey forms ordered for your school. If you did not receive your full shipment of survey forms, contact Mike Pulaski at mpulaski@mindspring.com.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

SURVEY GUIDELINES

Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, respondents should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

Parent Survey

- Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an "S" on the outside.
- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child's school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

- Choose a day within the four-week period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the March 27 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). The envelopes containing the Spanish version of the survey and letter will be marked with an "S." Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus most of the school day.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school. The teacher survey reporting tool may be accessed from the first page of the teacher survey.
- Problems with your school's internet access should be directed to your district technology coordinator.

PREPARING COMPLETED SURVEYS FOR SHIPMENT

Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged**. No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged**. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged due to excess movement inside the box during transit. You may want to use the box in which the survey forms were delivered for the return shipment.
- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You also can drop off the package at any UPS store as well as selected Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**
- If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.
- All surveys must be shipped on or before **Thursday, March 29, 2007**.

Appendix A—Student & Parent Survey Participants

School's Grade Span	Grade Level of Students and Parents to be Surveyed		School's Grade Span	Grade Level of Students and Parents to be Surveyed
K-1, K-2, 1-2	none		4-9	5 & 9
K-3	3		5-9	9
1-3	3		6-9	9
2-3	3		7-9	9
K-4	4		8-9	9
1-4	4		K-10	5, 8, & 10
2-4	4		1-10	5, 8, & 10
3-4	4		2-10	5, 8, & 10
K-5	5		3-10	5, 8, & 10
1-5	5		4-10	5, 8, & 10
2-5	5		5-10	8 & 10
3-5	5		6-10	8 & 10
4-5	5		7-10	8 & 10
K-6	6		8-10	10
1-6	6		9-10	10
2-6	6		K-11	5, 8, & 11
3-6	6		1-11	5, 8, & 11
4-6	6		2-11	5, 8, & 11
5-6	6		3-11	5, 8, & 11
K-7	5 & 7		4-11	5, 8, & 11
1-7	5 & 7		5-11	8 & 11
2-7	5 & 7		6-11	8 & 11
3-7	5 & 7		7-11	8 & 11
4-7	5 & 7		8-11	11
5-7	7		9-11	11
6-7	7		10-11	11
K-8	5 & 8		K-12	5, 8, & 11
1-8	5 & 8		1-12	5, 8, & 11
2-8	5 & 8		2-12	5, 8, & 11
3-8	5 & 8		3-12	5, 8, & 11
4-8	5 & 8		4-12	5, 8, & 11
5-8	8		5-12	8 & 11
6-8	8		6-12	8 & 11
7-8	8		7-12	8 & 11
K-9	5 & 9		8-12	11
1-9	5 & 9		9-12	11
2-9	5 & 9		10-12	11
3-9	5 & 9		11-12	11

TEACHER INSTRUCTIONS – ALL STUDENT SURVEYS

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, classroom/homeroom teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.

First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.

There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.

When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You

Appendix D
2007 Teacher Survey

Item in Database	Section	Question/Text
Q_1	1	My school provides challenging instructional programs for students.
Q_2	1	Teachers at my school effectively implement the State Curriculum Standards.
Q_3	1	Teachers at my school focus instruction on understanding, not just memorizing facts.
Q_4	1	Teachers at my school have high expectations for students' learning.
Q_5	1	There is a sufficient amount of classroom time allocated to instruction in essential skills.
Q_6	1	Student assessment information is effectively used by teachers to plan instruction.
Q_7	1	Effective instructional strategies are used to meet the needs of low achieving students.
Q_8	1	My school offers effective programs for students with disabilities.
Q_9	1	Instructional strategies are used to meet the needs of academically gifted students.
Q_10	1	The level of teacher and staff morale is high at my school.
Q_11	1	Teachers respect each other at my school.
Q_12	1	Teachers at my school are recognized and appreciated for good work.
Q_13	1	Students at my school are motivated and interested in learning.
Q_14	1	There are sufficient materials and supplies available for classroom and instructional use.
Q_15	1	Our school has a good selection of library and media material.
Q_16	1	Our school has sufficient computers for instructional use.
Q_17	1	Computers are used effectively for instruction at my school.
Q_18	1	There are relevant professional development opportunities offered to teachers at my school.
Q_19	1	The school administration communicates clear instructional goals for the school.
Q_20	1	The school administration sets high standards for students.
Q_21	1	The school administration has high expectations for teacher performance.
Q_22	1	The school administration provides effective instructional leadership.
Q_23	1	Student assessment information is used to set goals and plan programs for my school.
Q_24	1	Teacher evaluation at my school focuses on instructional improvement.
Q_71	1	School administrators visit classrooms to observe instruction.
Q_25	1	The school administration arranges for collaborative planning and decision making.
Q_26	1	**I am satisfied with the learning environment in my school.**
Q_27	2	The grounds around my school are kept clean.
Q_28	2	The hallways at my school are kept clean.
Q_29	2	The bathrooms at my school are kept clean.
Q_30	2	The school building is maintained well and repaired when needed.
Q_31	2	There is sufficient space for instructional programs at my school.
Q_32	2	Students at my school behave well in class.
Q_33	2	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.

Appendix D
2007 Teacher Survey

Q_34	2	Rules and consequences for behavior are clear to students.
Q_72	2	The rules about how students should behave in my school are fair.
Q_35	2	The rules for behavior are enforced at my school.
Q_36	2	I feel safe at my school before and after school hours.
Q_37	2	I feel safe at my school during the school day.
Q_38	2	I feel safe going to or coming from my school.
Q_39	2	Students from different backgrounds get along well at my school.
Q_40	2	Teachers and students get along well with each other at my school.
Q_41	2	Teachers at my school collaborate for instructional planning.
Q_42	2	**I am satisfied with the social and physical environment at my school.**
Q_43	3	Parents at my school are aware of school policies.
Q_44	3	Parents at my school know about school activities.
Q_45	3	Parents at my school understand the school's instructional programs.
Q_46	3	Parents at my school are interested in their children's schoolwork.
Q_47	3	Parents at my school support instructional decisions regarding their children.
Q_48	3	Parents attend conferences requested by teachers at my school.
Q_49	3	Parents at my school cooperate regarding discipline problems.
Q_50	3	Parents attend school meetings and other school events.
Q_51	3	Parents participate as volunteer helpers in the school or classroom.
Q_52	3	Parents are involved in school decisions through advisory committees.
Q_73	3	**I am satisfied with home and school relations.**

Notes:
Section No. 1 corresponds to questions concerning the learning environment
Section No. 2 corresponds to questions concerning social and physical environment.
Section No. 3 corresponds to questions concerning home and school relations.

Answers to the questions in bold are printed on the annual school report cards.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

May 23, 2008

TO: Members, Education Oversight Committee

FROM: Jo Anne Anderson

RE: August 11-12 Retreat

The Education Oversight Committee's annual retreat begins Monday, August 11 at 1:00 p.m. and concludes on Tuesday, August 12 at noon. We are meeting in Aiken at Newberry Hall; on the evening of August 11 we have dinner at *Up Your Alley.* Lodging has been arranged at the Hotel Aiken. These three locations are in the historic downtown section of Aiken. We appreciate the assistance of Rep. Skipper Perry in making these arrangements.

Currently, the agenda includes the following:

- Welcome to new members
- Results of the survey of principals on the preparation or readiness of new teachers to succeed in our classrooms
- Recommendations from the technology working group
- Updates on the CDEPP evaluation
- Report on the use of the flexibility provisions
- Responsibilities and actions related to EAA revisions
- Objectives and priorities for 2008-2009

If you wish to add other items to the agenda, please let me know. Materials are to be mailed to you not later than July 25.

Thank you.